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PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
ANNUAL REPORT
1906.



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HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
MINISTER OF EDUCATION.

ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1906

(Including Statistics for September 1st to December 31st, 1905)

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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1907

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DEPARTMENT OF EDUCATION,
EDMONTON, September 30th, 1907.

To His Honour,
GEORGE HEDLEY VICARS BULYEA,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of
the Department of Education for the year 1906.

I have the honour to be, Sir,
Your obedient servant,
ALEX. C. RUTHERFORD,
Minister of Education.

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DEPARTMENT OF EDUCATION

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Robert Fletcher, Wostok.

NORMAL SCHOOL STAFF:

G. J. Bryan, B.A., Principal.	W. H. Thompson, B.A., Vice-Principal.
J. C. Miller.	Eliza M. Burnett.

PART I.
GENERAL REPORT AND STATISTICS
1 9 0 6

REPORT
OF THE
DEPUTY MINISTER

DEPARTMENT OF EDUCATION,
EDMONTON, August 15th, 1907.

A. C. RUTHERFORD, ESQ., B.A., LL.D., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the first Report of the Department of Education for the Province of Alberta. Incorporated in this report will be found statistics covering the last four months of 1905—the portion of the year subsequent to the establishment of the province.

For some time after The Alberta Act came into effect considerable attention was necessarily devoted to the organization of the department; but by adopting in the main many of the regulations and administrative precedents established by the Territorial Department of Education, the new department was able to avoid any serious interruption in its work in the transition from territorial to provincial institutions.

Consequent upon the erection of two new provinces out of a part of the North-West Territories, new departmental records had to be prepared. Information concerning existing school districts and their debenture indebtedness was compiled from Territorial records and Official Gazettes, and all teachers qualified under the Territorial Government were invited to submit their certificates to be registered and made valid as provincial licenses.

During the year preliminary steps were taken with a view to the preparation and authorization of a new set of readers. Provisional arrangements were made whereby the provinces of Saskatchewan and Alberta would co-operate in this work and it is hoped that a set of readers, thoroughly up-to-date in matter and workmanship and specially adapted to our needs, will soon be submitted for approval to the Departments of Education of the twin provinces.

One of the most satisfactory and hopeful features of the past year is the progress made and interest manifested in the organization and maintenance of schools among the foreign elements, especially in the Ruthenian colony east and north-east of Edmonton. Mr. Robert Fletcher, with headquarters at Wostok, devotes his whole time to the work, giving every possible assistance to the non-English settlers in the establishment of school districts, the erection of schools, the employment of teachers as well as routine work connected with

the levying of taxes. Where desirable he acts as Official Trustee, performing all the duties of a school board and its officers; in other cases he exercises an oversight of the work of the respective districts until such time as the elective boards are able to administer the affairs of these districts in accordance with The School Ordinance and departmental regulations.

EXPANSION.

A very considerable part of the work of the department has been in connection with the organization of new school districts. On September 1st, 1905, when the province was established, there were some 560 school districts in Alberta. During the remainder of that year this number was increased by 40 and during the year 1906, 144 new districts were organized. Thus the increase in the number of schools between September 1st, 1905, and December 31st, 1906, was about one-third of the number of schools in existence at the former date. From present indications it appears probable that during the year 1907 about 175 new districts will be organized.

It is gratifying to note that notwithstanding the increased burden thus thrown on the Treasury Department with respect to grants not only has provision been made to maintain the former liberal grants to schools but steps have been taken to very materially increase the government support to the higher departments of our town and city schools. The need for secondary education is becoming more and more apparent inasmuch as our schools cannot supply more than one-third of the additional teachers required each year for the schools of the province. In considering the general expansion along these lines it is necessary to take into account the increase in the number of departments in our graded schools, some of which have increased marvellously during the past two years. The staff of inspectors was found quite inadequate and the number was increased from three to six prior to December 31st, 1906, and a seventh inspector was found necessary for the present year. Statements from these will be found elsewhere in this report.

A Provincial Normal School was established soon after the erection of the province and plans were made for the erection of a magnificent Normal School building which is now nearing completion. As will be seen from the Principal's report, the Normal School has been able to perform its functions in a fairly satisfactory manner in the rooms leased by the government from the Calgary school board.

ATTENDANCE.

The number of pupils attending our schools during 1905 was 24,254 and during 1906, 28,784,—showing an increase of 4,530, or 18%. It is pleasing to note that there is no apparent falling off in the attendance at our public schools until Standard IV is reached. This would indicate that the great majority of our school children remain at school long enough to receive a fair public school education. Of the new pupils whose names were registered during the year 91% entered the first four standards. The total enrolment of pupils

in Standards VI, VII and VIII during the year 1905 was 585 and during the year 1906 the number was 761. Thus the three high school standards include less than 3% of the pupils of the province.

Owing to the fact that many families move from one place to another, especially during the first year's residence in the province, it is impossible to obtain accurate data regarding the regularity or percentage of attendance. From the statistics found elsewhere in this report it would appear that the general average for the year 1906 was about 51%.

LENGTH OF SCHOOL YEAR.

The ordinary school year includes about 210 teaching days and the great majority of our schools are in operation during practically the whole school year. Owing to the fact that many schools are recently erected and not yet in operation and to the fact that many schools open during only a portion of the year find it difficult to secure a teacher, the general average length of the school year is reduced very materially.

In 1905 the average was 173.78, while in 1906 the average was raised to 179.49 days. In the rural districts the average number of days upon which the schools were open was 164.01, as compared with 202.41 in town and village schools.

RECEIPTS AND EXPENDITURES.

The figures given in Table 8 in the statistics were compiled from the annual financial statements received from the 606 school districts from which complete returns were received for the year. The total receipts of these districts amounted to \$1,368,061.64, or an increase of \$390,423.41 over 1905. The revenue was derived chiefly from the following sources: sale of debentures \$297,158.36, taxes \$416,343.51, grants \$142,836.31, temporary loans \$292,782.16.

The total expenditures for these districts amounted to \$1,259,106.62, leaving balances of cash in the hands of the local treasurers amounting to \$108,955.05. The expenditures were made chiefly under the following heads: teachers' salaries \$386,107.99, officials' salaries \$23,795.63, school buildings and repairs \$274,524.99, repayment of temporary loans \$298,984.08.

ASSETS AND LIABILITIES.

The assets of the districts referred to in the preceding section amount to \$1,866,022.57, or an advance of \$514,275.89 over 1905. The aggregate value of school buildings and grounds for the year 1906 is estimated at \$1,309,218.18, furniture and apparatus \$157,152.74 and school libraries \$13,025.65. The total arrears of taxes due these districts at the close of the year amounted to \$184,924.14, of which \$137,560.73 were owing to rural districts.

The total liabilities of school districts at the close of 1906 amounted to \$1,049,477.07, of which \$867,364.58 was in the form of unmatured debentures. The balances of salaries due teachers at the end of the

year amounted to \$31,087.55, while outstanding accounts of various kinds totalled \$146,181.88. The excess of assets over liabilities at the close of the year was \$816,545.50.

BUILDINGS AND EQUIPMENT.

During the year 1906 a very satisfactory advance has been made in the quality of the school buildings erected. During the year 157 school districts were authorized to issue debentures which amounted to \$422,325.00, and during the same year debentures to the amount of \$347,175.00 were registered in the department. During 1905 the debentures authorized amounted to only \$159,325.00. Our inspectors report a decided improvement in buildings and equipment in both rural and urban schools. It is now customary to employ a competent architect who has some knowledge of the essential requirements of a modern school building. A wholesome rivalry exists among the boards of our town and city schools with respect to school buildings, and it is a fact frequently commented on that the first creditable public building in every village is almost invariably the school house.

As shown in one of the tables included in this report, the equipment of our schools has improved in a very marked degree during the year. Inspectors report that with but few exceptions trustees are anxious and willing to carry into effect recommendations relative to required equipment. Perhaps in the matter of blackboards does the greatest lack exist and many trustees are slow to realize the necessity for abundant blackboard space. The creditable condition of our schools with respect to equipment is in no slight degree due to the provision in The School Grants Ordinance whereby an additional grant is made to school districts reaching at least the minimum grading based on inspectors' reports. The Ordinance requires that at least one-half of the amount so obtained must be devoted to the purchase of books for the school library to be selected from a catalogue compiled and supplied by the department. Many school boards voluntarily devote the other half of this grant to the purchase of reference books, maps and other equipment, as such an investment increases the amount of grant to be obtained the following year.

SCHOOL LIBRARIES.

The operation of the section of The School Grants Ordinance referred to above has more than met the most sanguine expectations. Before this provision was embodied in The School Grants Ordinance few districts had a library of any kind, and where a few books were found they were frequently of such a character as to be entirely beyond the grasp of the children of the school. The selection of books from the authorized library catalogue is a guarantee that the books will be serviceable to the children of an ordinary school, and as it is the intention of the department to add a supplement to this catalogue from time to time school officials will be able to secure for their libraries modern literature of the best class. The grants earned on the basis of inspection for the year 1905 amounted to \$4,239.62. Of this amount one-half or \$2,119.81 was required to

be expended in the purchase of library books. The returns received from 225 of the 282 districts that received this grant show that \$3,259.12 was actually expended and that 82 districts expended \$1,139.31 more in the purchase of library books than The School Grants Ordinance required them to do. The increase in the number of library books during 1906 was 4,460.

LEGISLATIVE GRANTS.

The total legislative grants paid to schools during the past fiscal year amounted to \$170,315.16, an increase of \$38,804.62 on the disbursement of the previous year. The figures given in Table 8 show that the amount of grants received by the 606 districts that made returns was only \$142,836.31. The difference between these figures is accounted for by the following facts: (1) In their annual financial statements school treasurers include only such sums as are actually received between January 1st and December 31st; (2) the figures given in the table referred to are not quite complete as grants in some cases were paid to schools in sparse settlements not regularly organized under The School Ordinance; (3) cheques for grants due to many districts were not issued by the Treasury Department until very late in December and consequently were not received by treasurers in time to be included in their statements for the year 1906. The total grant earned by school districts as distinguished by the amounts actually paid was \$150,513.37. Of this amount \$53,710.86 was earned by 506 rural districts and \$96,802.51 by 254 graded departments in town and village districts. The average grant earned by the 760 departments in operation was \$198.04. Of the departments in operation 591 or 77% earned grants on the basis of inspection.

TEACHERS.

The total number of teachers employed during the year was 924. Of these 280 or 30% were males. The average yearly salary earned was \$614.13 or an increase of \$14.84 over the average of the previous year. The total salaries paid amounted to \$386,107.99, an increase for the year of \$77,634.60. Of the teachers employed 176 or 19% held first class certificates, 657 or 71% held second class certificates, 4 or ½% held third class certificates and 87 or 9.05% held provisional certificates or permits. The returns submitted to the department show that a change of teachers occurred in 159 cases so that nearly 20% of the departments in operation were in charge of more than one teacher during the year. This is undoubtedly one of the most discouraging features of educational work in the province and one which should occupy the attention of all thoughtful school boards.

The rapid increase in the number of our schools and the tendency on the part of many teachers to leave the profession after a few years' service necessitates the importation of many teachers from other provinces and from Britain. During 1906 201 teachers obtained certificates in Alberta on standing obtained outside of the province

while 104 teachers obtained their professional standing in Alberta. Of the teachers received from other provinces 43 were granted first class certificates and 158 second class certificates. Of those who obtained their professional standing in Alberta 26 were granted first class certificates and 78 second class. As the department has not recognized third class teachers from outside the province, and as scarcely any Alberta students with the requisite standing desired to take a course of Normal training for third class, it was not found necessary to provide for a course of Normal training for third class teachers.

The number of provisional certificates or permits issued during 1905 was 41, while during 1906 it was necessary to grant 87 such certificates. A permit is granted only upon application of a school board that has failed after having made reasonable effort to secure a qualified teacher. These temporary certificates always terminate at the end of the half year during which they are issued though they may, if circumstances warrant, be renewed for the succeeding half year. In the great majority of cases the persons to whom such certificates are granted have the necessary academic standing to admit them to the Normal School for training and have more or less experience in the work. The department is of the opinion that it is preferable to place a school in charge of an unqualified teacher who is likely to do fairly satisfactory work than that such a school should be closed owing to the inability of the board to secure a teacher. One of the most serious problems with which the department has to cope is that of the supply of qualified teachers, and as the demand for teachers in this province tends to draw any surplus which may exist in the eastern provinces, and as this movement tends to improve the condition of teachers elsewhere and thus lessen the number available for this province, the seriousness of the situation must necessarily increase unless larger numbers of our young men and women enter the profession and unless the position of the teacher is made sufficiently attractive to warrant his continuance in the work.

DEPARTMENTAL EXAMINATIONS.

Examinations are held annually by this department based on the prescribed courses for Standards V, VI, VII and VIII. Pupils who have passed the Standard V or Public School Leaving examination have necessarily covered what is considered to be a fairly complete ordinary education. Only pupils who have passed this examination or hold equivalent standing can be taken into consideration in connection with the payment of the special grant to the higher standards as provided by The School Grants Ordinance. Each successful candidate obtains a diploma certifying thereto. Diplomas obtained as a result of the examinations for Standards VI, VII and VIII are recognized as the non-professional or academic standing entitling the holders to Normal School training for third, second and first class certificates respectively. Provision is also made whereby candidates may obtain matriculation and first year standing in the various universities in connection with our Standard VII and Standard VIII examinations. The Standard V examination is taken in

the candidate's own school, the teacher acting as presiding examiner. No fee is required in connection with this examination. In the year 1905 candidates wrote on this examination in 96 schools in Alberta and in 1906 examinations were held in 116 schools. In the former year there were 339 candidates of whom 235 were successful. In the latter year there were 442 candidates of whom 318 were successful.

The examinations of 1905 were held prior to the erection of the province and were consequently conducted by the Territorial Department of Education at Regina. The following figures show the number of Alberta candidates who wrote on that examination: Standard VI, 150; Standard VII, 70; Standard VIII, 21. The result of the 1906 departmental examinations is shown in Table 15 from which it is seen that of the 180 Standard VI candidates 108 were successful; of the 112 Standard VII candidates 85 were successful, and of the 33 Standard VIII candidates 27 were successful. The successful candidates at the 1906 examination represent the following percentages: Standard V, 72%; Standard VI, 60%; Standard VII, 76%; Standard VIII, 82%.

TEACHERS' INSTITUTES AND CONVENTIONS.

During the months of May and June the members of the Normal School staff assisted by the local school inspectors held a number of institutes at various points in the province and 364 teachers took advantage of this opportunity of discussing with competent instructors many questions bearing on the teacher's work in the school room. In addition to these meetings three teachers' conventions were held under the auspices of local teachers' associations. These were held at Strathcona, Ponoka and Olds, and 214 teachers were present at one or another of these meetings. It is the wish of the department that a local association be organized in each inspectorate, unless one or more inspectorates choose to hold joint meetings as is the case in the Edmonton and Strathcona inspectorates. Such gatherings of teachers should have a beneficial effect especially in the case of teachers who are yet unfamiliar with the conditions, methods of teaching and courses of studies found in Alberta. In view of the fact that so large a proportion of our teachers have obtained their academic and professional training outside of the province, and as it is essential that as high a degree of uniformity as possible should be maintained in our schools, it is desirable that teachers who have recently come to the province should take advantage of every opportunity of informing themselves with regard to our courses of studies and methods of teaching and thus adapt themselves to existing conditions.

SECONDARY AND HIGHER EDUCATION.

Up to the present time the Territorial and more recently the Provincial Governments have given attention almost solely to our common schools and the secondary schools which are already doing remarkably efficient work in all the larger towns and cities in the

province are merely a natural outgrowth of our common school system. The time has now come when it is essential that greater attention be given to our secondary schools and already steps have been taken to encourage the higher departments in our schools by additional grants. The development of a system of secondary education will occupy the attention of the department and the Government until secondary schools are placed on a satisfactory basis. In addition to this the preliminary steps have been taken for the establishment of a Provincial University, and elsewhere in this report will be found a copy of the Act passed with this object in view.

EDUCATION OF DEAF MUTES.

For a number of years the Territorial Government, under an agreement made with the Manitoba Government, provided for the education of deaf mutes from the Territories at the institution for the deaf and dumb at Winnipeg. Immediately upon the erection of this province arrangements were made for the continuance of this agreement. At the close of the year we had seven pupils in the Winnipeg institution as a charge on the Alberta Government, four of whom were admitted during the year. The total cost for the education, transportation and maintenance of deaf mutes for the year 1906 was \$2,168.65. To those who are interested in these wards of the Government a perusal of Principal McDermid's report will prove profitable. This report goes to show that an earnest, successful effort is being made to prepare these children for their subsequent duties and responsibilities as citizens. It is pleasing to note that every possible precaution is taken to safeguard their health and to make their school days profitable and enjoyable.

STATISTICS.

GENERAL SUMMARY.

	1905	1906	
Number of School Districts.....	602	746	
Increase for the year.....			144
Number of districts having schools in operation.....	476	570	
Increase for the year.....			94
Number of departments in operation.....	628	760	
Increase for the year.....			132
Number of pupils enrolled.....	24,254	28,784	
Increase for the year.....			4,530
Average attendance of pupils.....	13,375	14,782	
Increase for the year.....			1,406
Percentage attendance of pupils.....	55%	51%	
Increase for the year.....			
Average length of school year,—days.....	174.38	183.20	
Increase for the year.....			8.82
Total grants earned by School Districts.....	\$135,182.77	\$150,513.37	
Increase for the year.....			\$15,330.60
Total grants paid to school districts.....	131,510.54	170,315.16	
Increase for the year.....			38,804.62
School debentures authorized.....	159,325.00	422,325.00	
Increase for the year.....			263,000.00
School debentures registered.....	228,725.00	347,175.00	
Increase for the year.....			118,450.00
Amount expended on school buildings and grounds.....	185,828.66	319,975.69	
Increase for the year.....			134,147.03
Amount expended for teachers' salaries.....	308,473.39	386,107.99	
Increase for the year.....			75,634.60
Amount expended for all other purposes.....	405,610.48	553,022.94	
Increase for the year.....			147,412.46

1.—SCHOOL DISTRICTS.

In existence December 31st, 1905	Erected during 1906
Public..... 591	Public..... 144
Separate..... 7	Separate..... 0
*Unorganized..... 4	*Unorganized..... 0
Total..... 602	Total..... 144

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the Province 13 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

2.—NUMBER OF SCHOOLS open during the year 1905 and 1906 and Departments in each.

SCHOOLS having	TOTAL SCHOOLS		TOTAL DEPTS.	
	1905	1906	1905	1906
1 Department.....	444	532	444	532
2 ".....	8	9	16	18
3 ".....	7	9	21	27
4 ".....	5	6	20	24
5 ".....	2	2	10	10
6 ".....	3	5	18	30
7 ".....	2	..	14	..
8 ".....	..	2	..	16
10 ".....	1	..	10	..
12 ".....	2	1	24	12
13 ".....	..	1	..	13
14 ".....	..	1	..	14
23 ".....	1	..	23	..
28 ".....	1	..	28	..
30 ".....	..	1	..	30
34 ".....	..	1	..	34
	476	570	628	760

3.—ATTENDANCE OF PUPILS.

AT ALL SCHOOLS	1905	1906	Increase.
No. of pupils attending school during year.	24,254	28,784	4,530
No. of boys " " " "	12,394	14,701	2,307
No. of girls " " " "	11,860	14,083	2,223
Total aggregate attendance for 1st term	1,314,831 5	1,530,505	215,673 5
" " " " 2nd " ..	1,017,617 5	1,177,604 5	159,987
" " " " year " .	2,332,449	2,708,109 5	375,660 5
Total average attendance for year	13,375 61	14,782 07	1,406 46

4.—CLASSIFICATION OF PUPILS (1905).

STANDARDS	No. of pupil	Per cent. of enrolment
Standard 1, Part 1	6,544	26 98
" 1, Part 2	4,042	16 66
" 2	4,719	19 46
" 3	4,519	18 63
" 4	2,529	10 43
" 5	1,316	5 43
" 6	381	1 57
" 7	154	.63
" 8	50	21
Totals.....	24,254	100.00

4 (a).—COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Rural, Town and Village Schools (1905).

	Rural school	Town and Village sch'ls
Number of pupils enrolled	13,619	10,635
Aggregate days' attendance of pupils	1,182,631.5	1,149,835.5
Daily average attendance of pupils	7,277.28	5,664.21
Percentage of attendance to total enrolment	53.43	53.26
Average length of school year,—days	162.51	203
Average number of pupils enrolled in each department	30.67	57.99
(Classification—Standard 1, Part 1	3,688	2,856
“ 1, Part 2	2,222	1,820
“ 2	2,743	1,976
“ 3	2,689	1,830
“ 4	1,564	965
“ 5	648	668
“ 6	61	320
“ 7	4	150
“ 8	0	50
Total number of pupils	13,619	10,635

NOTE.—The statistics in the above table for 1905 were compiled from the returns received from 444 rural districts (including 2 unorganized districts) and representing 444 departments, and 32 town and village districts representing 184 departments.

4 (b).—CLASSIFICATION OF PUPILS (1906).

STANDARDS	1905	1906	Increase	Per cent. of enrolments
Standard 1, Part 1	6,544	7,659	1,115	26.61
“ 1, Part 2	4,042	4,758	716	16.53
“ 2	4,719	5,480	761	19.04
“ 3	4,519	5,352	833	18.59
“ 4	2,529	3,099	570	10.77
“ 5	1,316	1,675	359	5.82
“ 6	381	506	125	1.76
“ 7	154	184	30	.64
“ 8	50	71	21	.24
Totals ..	24,254	28,784	4,530	100.00

4 (c).—COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Rural, Town and Village Schools (1906).

	RURAL	TOWN & VILL.
Number of pupils enrolled	14,576	14,208
Aggregate days' attendance of pupils	1,212,941.5	1,495,168
Daily average attendance of pupils	7,395.34	7,386.73
Percentage of attendance to total enrolment	50.73	51.99
Average length of school year,—days	164.01	202.41
Average number of pupils enrolled in each department	28.8	55.93
(Classification—Standard 1, Part 1	3,762	3,897
“ 2	2,415	2,343
“ 3	2,983	2,497
“ 4	1,764	1,335
“ 5	746	929
“ 6	62	444
“ 7	4	180
“ 8	0	71
Total number of pupils.	14,576	14,208

NOTE.—The statistics in the above table for 1906 were compiled from the returns received from 505 rural districts (including one unorganized district) representing 506 departments, and 65 town and village districts representing 254 departments.

5.—LENGTH OF SCHOOL YEAR (1905).

Number of schools open between 21 and 50 days.....	12
“ “ “ “ 51 “ 100 “	56
“ “ “ “ 101 “ 150 “	90
“ “ “ “ 151 “ 200 “	125
“ “ “ over 200 “	193
Total.....	476

NOTE.—The above includes two unorganized districts.

6.—TEACHERS EMPLOYED, CERTIFICATES AND SALARIES (1905).

CLASS OF CERTIFICATE	No. of Teachers	Schools open the whole yr.			No. of teachers	Schools open part of year		
		Salaries per year				Salaries per year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male.	69	\$1500.00	\$600.00	\$741.08	5	\$660.00	\$600.00	\$612.00
“ female.	73	825.00	500.00	615.63	3	600.00	480.00	540.00
Second, male.	117	840.00	480.00	620.90	10	660.00	540.00	607.00
“ female.	379	745.00	480.00	572.10	23	660.00	480.00	578.70
Third, male. . . . .	..	.....	.....	.....	1	660.00	660.00	660.00
“ female.	4	600.00	540.00	570.00	4	600.00	540.00	555.00
Permit, male.	12	660.00	480.00	580.00	4	600.00	480.00	540.00
“ female.	21	660.00	400.00	505.47	4	600.00	600.00	600.00
		TOWN SCHOOLS			VILLAGE SCHOOLS			
First, male.	26	\$1500.00	\$600.00	\$941.92	9	\$800.00	\$600.00	\$685.55
“ female.	36	800.00	500.00	629.05	7	825.00	540.00	678.57
Second, male.	16	840.00	540.00	685.00	12	780.00	600.00	670.41
“ female.	97	745.00	480.00	591.00	32	720.00	500.00	590.93
Third, male. . . . .	..	.....	.....	.....	..	.....	.....	.....
“ female.	1	540.00	540.00	540.00	1	600.00	600.00	600.00
Permit, male. . . . .	..	.....	.....	.....	..	.....	.....	.....
“ female.	2	600.00	400.00	500.00	..	.....	.....	.....
		YEARLY RURAL SCHOOLS			IN ALL SCHOOLS			
First, male.	34	\$720.00	\$600.00	\$613.97	74	\$1500.00	\$600.00	\$732.09
“ female.	30	660.00	540.00	586.00	76	825.00	480.00	612.67
Second, male.	89	685.00	480.00	602.69	127	840.00	480.00	619.80
“ female.	250	720.00	480.00	562.36	402	745.00	480.00	572.48
Third, male. . . . .	..	.....	.....	.....	1	660.00	660.00	660.00
“ female.	2	600.00	540.00	570.00	8	600.00	540.00	562.50
Permit, male.	12	660.00	480.00	580.00	16	660.00	480.00	570.00
“ female.	19	660.00	420.00	506.05	25	660.00	400.00	520.60

Total number of teachers employed during the year..... 729

Total number of teachers employed at one time..... 628

Altogether there were 101 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed..... \$599.29

5 (a).—LENGTH OF SCHOOL YEAR (1906).

Number of schools open between 21 and 50 days.....	16
“ “ “ “ 51 “ 100 “	66
“ “ “ “ 101 “ 150 “	125
“ “ “ “ 151 “ 200 “	144
“ “ “ “ over 200 “	219
Total	570

NOTE.—The above includes one unorganized district.

6 (a).—TEACHERS EMPLOYED, CERTIFICATES AND SALARIES (1906).

CLASS OF CERTIFICATE	No. of Teachers	Schools open the whole yr.			No. of Teachers	Schools open part of year.			
		Salaries per year				Salaries per year			
		Highest	Lowest	Average		Highest	Lowest	Average	
First, male.....	78	\$1600.00	\$540.00	\$807.10	8	\$660.00	\$600.00	\$615.00	
“ female.....	89	820.00	500.00	610.01	1	600.00	600.00	600.00	
Second, male....	138	1000.00	500.00	640.50	19	720.00	600.00	622.10	
“ female.....	448	840.00	500.00	585.07	52	720.00	500.00	586.05	
Third, male.....	...	...	...	...	...	...	...	...	
“ female.....	3	600.00	560.00	586.66	1	600.00	600.00	600.00	
Permit, male....	29	800.00	480.00	595.96	8	660.00	540.00	600.00	
“ female.....	40	660.00	500.00	554.87	10	600.00	450.00	533.00	
TOWN SCHOOLS					VILLAGE SCHOOLS				
First, male....	31	\$1600.00	\$720.00	\$1042.70	10	\$900.00	\$600.00	\$753.00	
“ female....	46	800.00	500.00	608.28	8	720.00	500.00	611.25	
Second, male....	11	1000.00	700.00	845.00	16	800.00	600.00	698.12	
“ female....	110	760.00	500.00	582.18	31	720.00	500.00	602.25	
Third, male....	...	...	...	...	...	...	...	...	
“ female....	...	...	...	...	...	...	...	...	
Permit, male....	1	700.00	700.00	700.00	...	...	...	...	
“ female....	2	500.00	500.00	500.00	...	...	...	...	
YEARLY RURAL SCHOOLS					IN ALL SCHOOLS				
First, male....	37	\$900.00	\$540.00	\$624.32	86	\$1600.00	\$540.00	\$789.23	
“ female....	35	820.00	540.00	583.42	90	820.00	500.00	609.90	
Second, male....	111	900.00	500.00	610.50	157	1000.00	500.00	638.25	
“ female....	307	840.00	500.00	588.92	500	840.00	500.00	585.05	
Third, male....	...	...	...	...	...	...	...	...	
“ female....	3	600.00	560.00	586.66	4	600.00	560.00	590.00	
Permit, male....	28	800.00	480.00	592.25	37	800.00	480.00	596.83	
“ female....	38	660.00	475.00	557.76	50	660.00	450.00	550.50	

Total number of teachers employed during the year 924

Total number of teachers employed at one time..... 815

Altogether there were 159 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed..... \$614.13

7.—SCHOOL HOUSES AND EQUIPMENT.

(Compiled from Inspectors' Reports for 1905 and 1906.)

SCHOOL HOUSES.—(Material.)	1905	1906
Log...	58	54
Frame.....	321	420
Brick.....	27	27
Stone.....	4	4
Other Material.....		
No. of districts that have provided wells at school.....	150	201
No. of wells from which good water is obtained.....	122	123
No. of schools provided with insufficient blackboard space.....	23	54
No. of schools having a satisfactory system of ventilation.....	82	389
No. of schools furnished with satisfactory desks.....	382	431
Total number of volumes in school libraries.....	9,496	13,956
No. of schools provided with—		
Numeral frame.....	346	417
Reading tablets.....	107	109
Sand modelling board.....		7
Dictionary.....	307	387
Globe.....	355	431
Map of World.....	351	440
Map of Canada.....	346	408
Map of North-West Territories.....	76	160
Map of North America.....	220	312
Music Chart.....	20	22

7 (a).—SCHOOL DISTRICT DEBENTURES.

YEAR	DEBENTURES AUTHORIZED		DEBENTURES REGISTERED	
	No. of school districts	Amount	No. of school districts	Amount
1902	73	\$ 68,650	70	\$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175

8.—RECEIPTS AND EXPENDITURES.

SUMMARY OF RECEIPTS AND EXPENDITURES OF ALL SCHOOL DISTRICTS FOR THE YEARS 1905 AND 1906.

	1905	1906
RECEIPTS		
Cash on hand January 1st.....	\$ 48,936.51	\$ 78,141.00
Proceeds from debentures.....	208,527.36	297,158.36
Taxes collected.....	377,463.47	416,343.51
Government grants.....	120,723.61	142,836.31
Pupils' fees.....	2,288.84	3,067.50
Borrowed by note.....	201,823.87	292,782.16
Amounts advanced by treasurers.....	921.62	4,843.06
Other sources.....	16,953.97	132,889.74
	\$977,639.25	\$1,368,061.64

8.—RECEIPTS AND EXPENDITURES—*Continued.*

	1905	1906
EXPENDITURES		
Teachers' salaries.....	\$ 308,473.39	\$ 386,107.99
Officials' salaries.....	18,625.25	23,795.63
Paid on debentures.....	107,490.06	94,947.48
Paid on notes—including interest.....	175,221.72	298,984.08
School buildings and repairs.....	172,550.08	274,524.99
School grounds.....	13,278.58	45,450.70
School furniture.....	24,930.79	31,342.30
Library and reference books.....	2,159.02	3,259.12
Apparatus and equipment.....	5,319.66	8,310.36
Supplies, stationery, etc.....	6,274.41	8,813.78
Caretaking and fuel.....	31,261.42	40,729.10
Insurance.....	6,416.01	6,198.66
Other expenditures.....	27,912.14	36,642.43
Balance on hand December 31st.....	77,726.72	108,955.02
	\$977,639.25	\$1,368,061.64

8 (a).—COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts, and Rural School Districts for the year 1905.

	Town and Village Districts	Rural Districts
RECEIPTS		
Cash on hand January 1st.....	\$ 15,218.95	\$ 33,717.56
Proceeds of debentures.....	130,213.34	78,314.02
Taxes collected.....	184,260.54	193,202.93
Government grants.....	44,279.75	76,443.86
Pupils' fees.....	1,719.10	569.74
Borrowed by note.....	134,381.78	67,442.09
Amounts advanced by treasurers.....	15.37	906.25
Other sources.....	3,845.94	13,108.03
	\$ 513,934.77	\$ 463,704.48
EXPENDITURES		
Teachers' salaries.....	\$ 128,345.97	\$ 180,127.42
Officials' salaries.....	6,339.52	12,285.73
Paid on debentures.....	71,439.91	36,050.15
Paid on notes—including interest.....	102,288.32	72,933.42
School buildings and repairs.....	97,858.22	74,691.86
School grounds.....	7,080.13	6,198.45
School furniture.....	13,056.87	11,873.92
Library and reference books.....	929.82	1,229.20
Apparatus and equipment.....	2,108.85	3,210.81
Supplies, stationery, etc.....	2,331.18	3,943.23
Caretaking and fuel.....	20,477.20	10,784.22
Insurance.....	4,054.02	2,361.99
Other expenses.....	21,596.29	6,315.85
Balance on hand December 31st.....	36,028.49	41,698.23
	\$513,934.77	\$463,704.48

8 (b).—COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts, and Rural School Districts for the year 1906.

	Town and Village Districts	Rural Districts
RECEIPTS		
Cash on hand January 1st	\$ 38,501.47	\$ 39,639.53
Proceeds of debentures	197,477.64	99,680.72
Taxes collected	166,547.73	249,795.78
Government Grants	49,618.46	93,217.85
Pupils fees	1,995.43	1,072.07
Borrowed by note	195,772.93	97,009.23
Amounts advanced by treasurers	1,720.82	3,122.24
Other sources	126,440.67	6,449.07
	\$778,075.15	\$589,986.49
EXPENDITURES		
Teachers' salaries	\$ 160,814.18	\$ 225,293.81
Officials' salaries	7,402.03	16,393.60
Paid on debentures	47,474.04	47,473.44
Paid on notes—including interest	204,136.33	94,847.75
School buildings and repairs	184,584.38	89,940.61
School grounds	36,809.01	8,641.69
School furniture	17,347.06	13,995.24
Library and reference books	1,418.14	1,840.98
Apparatus and equipment	2,450.32	5,860.04
Supplies, stationery, etc	3,638.39	5,175.39
Caretaking and fuel	26,454.46	14,274.64
Insurance	3,683.29	2,515.37
Other expenditures	27,059.07	9,583.36
Balance on hand December 31st	54,804.45	54,150.57
	\$778,075.15	\$589,986.49

9.—ASSETS AND LIABILITIES.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR 1905.

ASSETS	
Cash on hand	\$ 77,726.72
Arrears of taxes due	147,692.22
Government grants due	68,382.40
Estimated value of land and buildings	926,706.26
Estimated value of furniture and apparatus	116,283.81
Estimated value of school libraries	10,384.49
Other assets	4,570.78
	\$1,351,746.68
LIABILITIES	
Teachers' salaries	\$ 31,581.13
Debenture indebtedness	624,496.54
Outstanding accounts	87,068.94
Amount due treasurers for moneys advanced	921.62
Excess of assets over liabilities	607,678.45
	\$1,351,746.68

9 (a).—COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year 1905.

	Town and Village Districts	Rural Districts
ASSETS		
Cash on hand.....	\$ 36,028.49	\$ 41,698.23
Arrears of taxes due.....	39,276.02	108,416.20
Government grants due.....	24,117.37	44,265.03
Estimated value of land and buildings.....	592,977.15	333,729.11
Estimated value of furniture and apparatus.....	52,670.83	63,612.98
Estimated value of school libraries.....	5,232.99	5,151.50
Other assets.....	2,509.68	2,061.10
	\$752,812.53	\$598,934.15
LIABILITIES		
Teachers' salaries.....	\$ 3,749.23	\$ 27,831.90
Debenture indebtedness.....	397,395.66	227,100.88
Outstanding accounts.....	36,615.89	50,453.05
Amounts due treasurers.....	15.37	906.25
Excess of assets over liabilities.....	315,036.38	292,642.07
	\$752,812.53	\$598,934.15

9 (b).—SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR 1906.

ASSETS.

Cash on hand.....	\$ 108,955.02
Arrears of taxes due.....	184,924.14
Government grants due.....	75,127.19
Estimated value of land and buildings.....	1,309,218.18
Estimated value of furniture and apparatus.....	157,152.74
Estimated value of school libraries.....	13,025.65
Other assets.....	17,619.65
	\$1,866,022.57

LIABILITIES

Teachers' salaries.....	\$ 31,087.55
Debenture indebtedness.....	867,364.58
Outstanding accounts.....	146,181.88
Amounts due treasurers for moneys advanced.....	4,843.06
Excess of assets over liabilities.....	816,545.50
	\$1,866,022.57

9 (c).—COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year 1906.

	Town and Village Districts	Rural Districts
ASSETS		
Cash on hand.	\$ 54,804.45	\$ 54,150.57
Arrears of taxes due	47,363.41	137,560.73
Government grants due	26,443.57	48,683.62
Estimated value of land and buildings.	929,183.58	380,034.60
Estimated value of furniture and apparatus.	70,001.59	87,151.15
Estimated value of school libraries.	5,907.30	7,118.35
Other assets.	13,581.91	4,037.74
	\$1,147,285.81	\$718,736.76
LIABILITIES		
Teachers' salaries.	\$ 4,933.81	\$ 26,153.74
Debenture indebtedness.	603,896.64	263,467.94
Outstanding accounts.	84,434.44	61,747.44
Amounts due treasurer.	1,720.82	3,122.24
Excess of assets over liabilities.	452,300.10	364,245.40
	\$1,147,285.81	\$718,736.76

10.—CERTIFICATES GRANTED (1905).

	N.W.T.	Other Pro- vinces	Eng- land	Total	Grand Totals
I. LICENSES TO TEACH.					
(a) <i>Interim Certificates.</i>					
1st Class to N.W.T. teachers.	16	.	..	16	..
“ “ teachers from Ontario.	..	4	..	..	..
“ “ “ Manitoba.	..	1	..	..	..
“ “ “ Nova Scotia.	..	2	..	..	..
“ “ “ New Brunsw'k.	..	1	..	8	24
2nd Class to N.W.T. teachers.	83	..	..	83	..
“ “ teachers from Ontario.	..	16	..	..	..
“ “ “ Manitoba.	..	2	..	..	..
“ “ “ Quebec.	..	1	..	..	..
“ “ “ Nova Scotia.	..	6	..	..	..
“ “ “ New Brunsw'k.	..	1	..	..	..
“ “ “ England.	..	1	..	27	110
(b) <i>Professional Certificates.</i>					
1st Class Professional Certificates.	22	..	..	..	..
2nd “ “ “ “	64	..	..	..	..
3rd “ “ “ “	2	..	..	88	88
*(c) <i>Provisional Certificates.</i>					
	24	..	..	24	24
				246	246

NOTE.—Interim Certificates are granted to teachers who complete a course of training at Calgary Normal School or who present approved professional certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

11.—PROVINCIAL CERTIFICATES GRANTED (1906).

	Alta.	N. W. T.	Other Provs.	Eng.	Ire.	Scot.	Total	Grand Totals
<i>(a) Interim Certificates.</i>								
1st Class to Alberta teachers.....	27						27	
“ N.W.T. teachers.....		38					38	
“ teachers from Saskatchewan.....			10					
“ “ “ Ontario.....			17					
“ “ “ Manitoba.....			1					
“ “ “ Nova Scotia.....			2					
“ “ “ New Brunswick.....			12					
“ “ “ Quebec.....			1				43	108
2nd Class to Alberta teachers.....	73						73	
“ N.W.T. teachers.....		130					130	
“ teachers from Saskatchewan.....			35					
“ “ “ Ontario.....			86					
“ “ “ Manitoba.....			10					
“ “ “ Nova Scotia.....			18					
“ “ “ New Brunswick.....			3					
“ “ “ Quebec.....			6				158	
“ “ “ England.....				4				
“ “ “ Ireland.....					2			
“ “ “ Scotland.....						1	7	368
<i>(b) Professional Certificates.</i>								
1st Class Professional Certificates.....	77							
2nd “ “ “.....	236							
3rd “ “ “.....	2						315	315
<i>*(c) Provisional Certificates.</i>								
	98						98	98
<i>(d) Non-professional Certificates.</i>								
Standard VIII Diplomas.....	27		13					
“ VII “.....	85		1					
“ VI “.....	108		2				16	
“ V “.....	318						538	554
							1,443	1,443

NOTE.—Interim certificates are granted to teachers who complete a course of training at Calgary Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

12.—EXAMINATIONS.

STANDARD V EXAMINATION.

No. of candidates who wrote in 1906... 442
No. of candidates who passed in 1906... 318

TEACHERS' NON-PROFESSIONAL EXAMINATION, 1906.

CENTRE	No. of Candidates.		
	VI	VII	VIII
Calgary.	30	19	14
Cardston.	10	10	
Edmonton.	41	33	13
Lacombe.	11	6	
Lethbridge.	14	4	
Medicine Hat	16	11	1
Okotoks	5	4	
Olds.	5	4	
Raymond.	8		1
Red Deer.	15	4	1
Strathcona	17	11	3
Wetaskiwin.	8	6	
Totals	180	112	33
Total			325
No. of candidates who passed.	108	85	27
Total			220

12 (a).—TEACHERS' PROFESSIONAL EXAMINATION (1906).

FIRST TERM						SECOND TERM					
EXAMINED			PASSED			EXAMINED			PASSED		
1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
7	21	..	6	21	..	20	59	..	20	57	..
Totals		28			27	Totals		79			77

13.—INSTITUTES AND CONVENTIONS.

The following is a list of the Teachers' Institutes and Conventions held in Alberta in 1906.

PLACE OF MEETING	WHEN HELD	TEACHERS' ATT'ND'NCE
Macleod.....	May 17th and 18th	23
Medicine Hat.....	May 28th and 29th.....	19
Lethbridge.....	May 25th and 26th.....	15
Nanton.....	May 15th and 16th.....	11
Cardston.....	May 21st and 22nd.....	20
Calgary.....	May 31st and June 1st.....	52
Didsbury.....	June 4th and 5th.....	37
Red Deer.....	June 6th and 7th.....	34
Wetaskiwin.....	June 8th and 9th.....	48
Strathcona.....	June 11th and 12th.....	60
Fort Saskatchewan.....	June 13th and 14th.....	32
Vegreville.....	June 15th.....	13
		364

CONVENTIONS.

PLACE OF MEETING	WHEN HELD	TEACHERS' ATTEND- ANCE
Strathcona.....	October 25th and 26th.....	111
Ponoka.....	November 1st and 2nd	52
Olds.....	September 27th and 28th.....	51
		214

14.—SCHOOL INSPECTION.

INSPECTOR	No. of Schools or Depts. under jurisdiction		No. of Schools or Depts. in operation		No. of Schools visited once		No. of Schools visited twice		No. of Schools visited more than twice		Total No. of visits	
	Jan. 1st 1906	Dec. 31st 1906	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools
Geo. E. Ellis, Edmonton	118	147	22	83	5	92	17	8	..	..	39	108
John Ross, Strathcona	125	152	26	93	24	102	21	69	..	7	45	178
P. H. Thibaudeau, Lacombe	122	147	10	110	..	..	10	110	..	2	20	226
J. F. Boyce, Red Deer	124	149	19	110	*25	*128	16	37	..	2	41	167
J. A. Smith, Calgary	91	148	51	97	51	80	48	16	..	..	99	96
J. W. Brown, Medicine Hat	139	144	77	61	77	67	54	17	..	2	131	86

* Includes visits to six graded departments and three ungraded schools outside Mr. Boyce's Inspectorate.



DUGGAN STREET SCHOOL, STRATHCONA



GRANDIN STREET SCHOOL, STRATHCONA

14 (a).—SCHOOL INSPECTION.

INSPECTOR	Schools found closed once during the year		Schools found closed twice during the year		Schools not in operation		Distance Travelled		
	Graded Depts.	Ungraded schools	Graded Depts.	Ungraded schools.	Graded Depts.	Ungraded schools	By Rail	By Road	TOTAL
Geo. E. Ellis, Edmonton.....	..	17	..	..	..	12	36	2,235	2,271
John Ross,.. Strathcona.....	..	45	..	15	..	..	1,007	2,071	3,078
P. H. Thibaudeau, Lacombe.....	..	63	..	11	..	2	260	2,455	2,715
J. F. Boyce, Red Deer.....	..	48	..	4	..	20	1,190	2,365	3,555
J. A. Smith, Calgary.....	..	16	..	2	..	1	860	1,596	2,456
J. W. Brown, Medicine Hat.....	4	15	..	..	..	6	1,876	2,254	4,130

I have the honour to be, Sir,

Your obedient servant,

D. S. MACKENZIE,

Deputy Minister of Education.

PART II.
SPECIAL REPORTS

I.

ALBERTA NORMAL SCHOOL.

PRINCIPAL'S REPORT.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit for your consideration the following report of the Provincial Normal School for the year ending December 31st, 1906.

The first session opened on January 3rd and closed on April 30th. The permanent members of the staff were Geo. J. Bryan, B.A., principal, and Jas. McCaig, M.A., LL.B., vice-principal. These were assisted by the following teachers in the Calgary school: Mrs. Chas. Booth, instructor in music; Miss Agnes Watters, kindergarten; and Mr. J. E. Runions, supervisor of manual training. There were twenty-six students in attendance—eight males and eighteen females. Of these seven were first class and nineteen second class students. Four of the first class students were university graduates. Eight of the students in attendance had no previous experience in teaching. The remainder had taught for periods of time ranging from three months to four and one-half years. The average period of teaching for these students was two and one-fifth years. Four of the students had taken their academic work in Ontario, three in Manitoba, one in Nova Scotia, and eighteen in the Provinces of Alberta and Saskatchewan. The second session of the Normal School opened on August 23rd and closed on December 22nd. W. H. Thompson, B.A., inspector of schools for the Calgary district, was appointed vice-principal to take the place of Mr. McCaig, who had been appointed superintendent of city schools at Edmonton. Miss E. Burnett, who had taught for three years in the Normal School in Regina and who during the following three years had been in charge of the primary work in the Dawson City schools was added to the staff. There were seventy-six students in attendance,—nineteen males and fifty-seven females. Eighteen were first class and fifty-eight second class students. Four of the former were university graduates. Of the seventy-six students forty-seven had no previous experience in teaching. The average experience of teaching of the remainder was two and one-half years. The average age of the students in attendance during the first session was twenty-two and one-half years and during the second session twenty-one and three-fourths years. These figures with respect to age of students and experience in teaching prove that the graduates of our Normal School are not, as a rule, immature boys and girls but men and women of mature minds and considerable experience.

After the close of the first session the principal and vice-principal assisted by the inspectors of the Province held institutes at the following points: Nanton, Macleod, Lethbridge, Cardston, Medicine Hat, Calgary, Didsbury, Red Deer, Wetaskiwin, Strathcona, Fort Saskatchewan and Vegreville. Owing to unfavourable weather the attendance at these institutes was not very large. The attention and interest of the teachers in attendance amply compensated for the lack of number. While some of the teachers who attend these institutes are graduates of our own Normal School, the great majority have obtained their training in other Provinces. As a consequence these teachers find some difficulty in interpreting our Programme of Studies and in discovering right methods of teaching the subject-matter outlined therein.

It is believed that the addresses delivered and the discussions that follow are important means of securing that degree of uniformity in subject-matter and method that is indispensable to a well balanced and progressive system of education. The question-drawer, which is a feature of these institutes, is helpful to those teachers who are disinclined to ask questions in the open meeting and who have difficulties to be removed. In addition the friendly intercourse between teachers, the private discussion of difficulties and successes have their value and tend to create that desire for professional unity which finds a practical manifestation in teachers' associations.

During the interval of time between the two sessions of the Normal School, the Department of Education entered into a satisfactory agreement with the board of trustees of the Calgary Public School with respect to the establishment of a Model Department in connection with the Normal School to take effect as soon as the new Normal School building, now in course of erection, is completed. This Model Department will be under the direct supervision of the staff of the Normal School and will afford an opportunity for observation of the work of skilled teachers and for practice in teaching, both of which are essential elements in all modern courses of training.

The rapid increase in the number of school districts in the province together with the short period of service of the average teacher necessitates the holding of two short sessions of the Normal School during the year. As a consequence the nature of the work differs greatly from that which is possible in Normal Schools whose sessions last for one or two years. Our work has its theoretical and its practical phase. The first and second months of the session are devoted to the discussion of the Philosophy of Education, the History of Education, Psychology, Teaching and Class Management, School Law, General Method and Special Method with respect to the subjects on the Programme of Studies authorized by the Department for the guidance of the teachers of the province. While it is impossible to deal with these subjects at great length, still we endeavour to create a certain attitude towards method and subject-matter,—the critical attitude which does not accept as Gospel the dicta of educational writers or rest content with common practice, but which puts all things to the test and desires to hold fast that which is good. It is not possible, even if it were advisable, under present conditions to put into shape the matter and prescribe the method that

must be used at every stage of the pupil's development. We cannot, if we would, send forth teachers who are fully equipped at all points, who possess all that is required for successful work in the school-room. We wish our graduates to realize that their course in the Normal School has given them but an imperfect grasp of principles and methods and to go forth determined to make themselves familiar with what the best writers on education are saying and what the best teachers are doing. In this stage of the work we endeavour to impress upon the students the fact that they must not rest satisfied with present achievements but that the information gained forms the first link in the chain of success. The third and fourth months of the session are devoted largely to observation work and practice in teaching. During the first and second months of the session special lessons are taught before the students by members of the Normal School staff to illustrate methods of work that are under discussion. After that time the students-in-training are given the opportunity of observing the work of experienced teachers in the various departments of the Calgary Schools. They are asked to note not only the choice of subject-matter and the methods adopted by the class teacher but also the incentives to which appeal is made, the devices for economizing time, the attractiveness of the school-room, the use made by the teacher of apparatus and the general attitude of teacher to pupils and pupils to teacher. The students-in-training who have had previous experience in teaching are requested to teach the first lessons. They are asked to prepare lesson-plans showing clearly the aims of the lesson and indicating the nature of the subject-matter they intend to use, the method that they will adopt and the apparatus of which they will make use. These lesson-plans are handed to the group-leader who is a member of the Normal School staff, are thoroughly discussed, changes, if necessary, are suggested, and an opportunity is given to amend the lesson-plan in accordance with the suggestions made. The lessons are then taught in the class-room in presence of the other members of the group who are instructed to note carefully the excellences and defects of the lesson. The students meet afterwards in their respective groups for the purpose of discussing the lessons which have been taught. The student who has taught the lesson receives from the group-leader a friendly criticism of her work. A written report of every lesson is made by the group-leader in a book especially provided for the purpose. When the number of experienced teachers is exhausted, those who have had no previous experience are asked to teach. After a time the leaders of the groups are changed in order that each member of the staff may be able to form an intelligent opinion with respect to the teaching ability of each student. About one week before the final examinations those students who have shown marked ability are excused from teaching and given the opportunity of further observation in the city schools. Those who remain are requested to teach daily lessons until they have satisfied the staff in regard to their teaching ability. The students who have manifested weakness in this respect but whose work has shown signs of improvement are given permission to teach until the next session of the Normal School and are offered another opportunity of satis-

fying the Normal School staff as to the advisability of further extension of their term of teaching. The inspectors are requested to examine carefully the work of these teachers while they are in charge of schools and to make detailed reports to the Department. Those students whose work has not shown signs of improvement are not granted a certificate. During the last week of the session a final examination is held on the theoretical side of the work. The students who are not successful in passing the written examination may write again at a subsequent examination without attendance at the Normal School.

It may not be out of place in this report to refer to weakness manifested by the students in their purely academic work. While, as a rule, those who come to us have good reasoning ability and possess adequate scholarship, still their power of expressing the thoughts that are in their minds is not so commendable. Work, notably defective in composition, spelling, and writing is by no means uncommon. This would seem to point to the conclusion that in many of our Public and High Schools the teaching of these essential branches is not of a systematic or thorough nature. I would suggest that a systematic and full outline of the work that may be done in composition in the several standards be included in the Programme of Studies, that the inspectors be requested to make a more rigid inspection along these lines, and that the sub-examiners be instructed to examine more critically the papers of candidates at the departmental examinations along the lines already indicated. In addition to this, the inability of many of the students-in-training to give oral expression to the thoughts gleaned by them from the printed page indicates that oral reading does not receive the attention that it should receive. The adoption of a test in oral reading at the teachers' examinations would tend to emphasize this portion of the work.

Permit me also to point out the advisability of making provision, in the near future, for a more extended course in training. The present length of term was adopted thirteen years ago when the educational system of the Territories was in its infancy and the conditions vastly different from the conditions that exist at the present time. To-day a great percentage of our teachers are working in town and city schools. In these schools the subjects of Manual Training, Music, Drawing, Art Work in its various forms, Domestic Science, and Kindergarten work are receiving increasing attention. It is impossible in a four months' course to deal with these subjects in a thorough and systematic manner. After the completion of our Normal School building and the organization of the Model Department, we will be in a position to conduct two sessions of the Normal School at the same time. One session, a short one, might have as its aim the preparation of teachers for work in our country schools and the other, a larger one, the preparation of teachers for work in city and town schools. The students-in-training could elect to take either course. A special certificate would, of course, be granted to those taking the more extended course.

I have the honour to be, Sir,

Your obedient servant,

GEORGE J. BRYAN,
Principal Normal School.

II.

REPORTS OF INSPECTORS OF SCHOOLS.

REPORT OF INSPECTOR BROWN, MEDICINE HAT.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I beg to submit herewith my annual report for the year 1906.

This inspectorate includes the territory extending from Saskatchewan on the east to British Columbia on the west; from the International Boundary on the south to township fourteen on the north.

There are one hundred and forty-four schools or departments under my jurisdiction, but six of these were not in operation at any time during the year. Every school district was visited at least once and the school inspected if in operation, while eighty-six schools were inspected more than once.

For a distance of over one hundred miles between Medicine Hat and Lethbridge there are as yet but two schools in operation, mainly owing to sparsity of population and newness of settlement.

With regard to equipment, a good working outfit is usually supplied. In many of the rural schools the home-made benches were taken out during the year and replaced with the factory-made article. The graded schools are as a rule well equipped for public school work, while excellent apparatus for the teaching of Science in the High School departments is in many cases provided. It is a matter of regret, however, that the trustees in the majority of rural districts were during the year beguiled into buying expensive equipment that is not only unnecessary but absolutely useless.

In many of the town schools in the Mormon settlement the rooms are overcrowded and the trustees confess a serious financial difficulty in furnishing adequate accommodation, mainly owing to the fact that it is the custom for those engaged in agricultural pursuits to live in town and send their children to school, while many of their farms are outside of the school district. Some means should be devised in order that the owners of such farms may lawfully be asked to contribute a fair share towards the maintenance of the schools at which their children are being educated.

The attendance in towns and cities is very good, but in rural districts it is quite irregular. The schools in some of the districts are almost depopulated in June and October on account of the labour difficulties in connection with the sugar beet industry.

The class of building now erected for school purposes is very satisfactory. This is due partly to the general inclination on the part of trustees to erect well lighted, commodious, comfortable school houses and partly to the adoption of plans and suggestions

furnished by the Department of Education. Heating, lighting, ventilation and cleanliness are matters well attended to in most of the town and city schools.

Regarding the school grounds in rural districts, while many are fenced and have stables erected thereon little attempt has yet been made to improve or beautify them, but where such has been done credit may usually be given to some individual trustee or teacher. As an instance of what one energetic person has done, about six hundred shade trees are flourishing on the grounds of the Rathwell school situated about five miles from Macleod. On the other hand the city schools have made commendable efforts in this direction.

Many of the teachers have not received their professional training in the West and have met with difficulties in interpreting our Programme of Studies; in fact in some cases no attempt has been made to follow the prescribed courses.

Much of the teaching in the graded schools is of a very high order; the same may be said of many of the rural schools but it must be confessed that some teachers in the latter schools have not been able to withstand the evidently deadening effect of teaching half a dozen pupils day after day.

In general, difficulty is experienced in teaching all the geography that is prescribed for Standard III without giving undue prominence to this subject.

Whatever may be the cause, the results in Arithmetic are far from satisfactory. Most of the pupils pass from one standard to another lamentably weak in accuracy and rapidity in calculation.

Noticeable improvement has been made in composition. Many teachers are giving much attention to neatness and correct form in all written exercises. Teaching in this subject is taking the place of reproducing stories from the reading lessons.

With reference to the work done in Nature Study much of the teaching might be along more practical lines. It has for some time been recognized by educationists in the West that the weed problem deserves more than a passing notice in our schools. The pupils should be able to recognize a noxious weed when they see it, to know its true name and its habits. The noxious weeds in the locality in which the school is situated should be collected in all stages of their growth, critically examined, pressed and labelled.

Collections of seeds should also be made and their characteristic shapes, colours and markings carefully noted. These seeds may be preserved for further reference in small bottles of the same size and neatly labelled. The boys and girls of the rural districts will thus have an opportunity to assist their fathers in examining seed grain in order to ascertain if any weed seeds are included.

In conclusion I have pleasure in saying that considering existing conditions the progress made by the pupils in this inspectorate reflects credit on the ability and earnest effort of teachers of Southern Alberta.

I have the honour to be, Sir,
Your obedient servant,
J. W. BROWN,
Inspector of Schools.

REPORT OF INSPECTOR SMITH, CALGARY.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the annual report of the Calgary Inspectoral Division for the year 1906.

I was appointed inspector of this division on August 15th, 1906, succeeding W. H. Thompson, who was promoted to the Normal School staff. Between us every school and department in operation at the time of our visits was inspected once and sixty-four the second time.

A most encouraging feature during my half-year's inspection was the rapid increase in the number of new school districts formed, showing a broadening interest in educational work on the part of the people.

The formation and readjustment of school districts present a difficult problem. This difficulty arises out of the method of formation when the country was sparsely settled. As centres of population were created by the influx of settlers, demands for school privileges were made. Additional districts were organized, including in some cases portions of the territory formerly belonging to pre-existing districts. The alteration of the boundaries of one district is likely to affect one or more other districts. It is, therefore, important to aim at greater permanency in the formation of school districts and when alterations have to be made the interest of the whole area likely to be affected should be duly considered.

School Grounds.—Very little attention is given to school grounds. In the majority of rural school districts a hideous barbed wire fence is considered the only necessity. Very few districts have made an attempt to beautify the grounds by planting trees or the cultivation of flowers, although enough has been done in this direction to prove that it is entirely practicable. Arbor Day appears to be held as a school holiday, but in no other way.

Buildings.—A number of school buildings in this inspectorate do not come up to the standard required by the Department of Education. These are found in the old districts. On the other hand it is gratifying to note the type of building that is being erected in the newly organized districts. These are much superior to the older ones. Better results still would be secured if the information supplied by the Department, regarding the construction of school buildings, was more carefully followed by the architects. The ventilation in the majority of town and village schools is defective.

Equipment.—The equipment of schools is generally satisfactory. "Homemade" desks are a thing of the past. The hyloplate and slate black-boards are taking the place of the painted board and plaster. The black-board space in many of the rural schools I found deficient. Each school is fairly well supplied with "up-to-date" maps, but globes, materials for seat-work, supplementary reading matter and reference books are found in a comparatively small number of rural schools. The nucleus of a good library is being

established in the majority of schools. The books are usually wisely selected, and judging from the library registers are being highly appreciated by the pupils.

Teachers.—Many of the teachers of this division possess the spirit of professional enthusiasm in a very marked degree; but there are a number, and not a few, who enter their work in a half-hearted way. The inducements are not sufficient to keep the young men permanently engaged in this important profession. On account of this want of appreciation of their services, they look upon their escape from the school room as a happy day in their lives. It is very rare to find a teacher remaining in the same rural school for more than one year. The constant changing of teachers is a detriment to the progress of pupils and makes continuity of work impossible. Then again there is very little uniformity in teaching methods as the majority of our teachers received their training in different parts of Canada. When the number of teachers receiving professional training in Alberta Normal School is equal to the demand, this lack of uniformity will be remedied.

Attendance.—The attendance, particularly in the rural schools, is lamentably irregular. By this irregularity the energy of the teacher is cramped and the result of his labour is not apparent. This is a matter of sufficient importance to demand the serious attention of the Education Department, and the clauses in The School Ordinance relating to compulsory education should be made more effective.

Subjects of Study.—Reading is as a rule satisfactorily taught in the Primary Grades, but very indifferently in the higher grades. Less and less attention appears to be paid to this subject as the pupil advances from standard to standard. This subject should receive more attention in the High Schools and Normal School as many of the teachers themselves are poor readers.

The teaching of Primary Arithmetic is on a sound basis and is steadily improving in quality. There seems to be a weakness in the teaching of this subject in Standards II and III. There is very little training in clear and consecutive thinking. The importance of accuracy and rapidity in calculation is also not sufficiently recognized. In Standards IV and V there is too close adherence to the text books. Problems are solved after given types, with very little training in original thinking.

In the majority of rural schools Nature Study is taught incidentally and in many not at all. In town and village schools considerable interest is taken in plant life. Better results would be attained if the teaching of this subject were made more practical. Very little field work is done in any of the schools by teacher and pupils.

There is not sufficient direct instruction or careful supervision of seat work in the subject of writing. It is to be regretted that the foundation laid in the lower grades does not support a better superstructure in the higher. In many cases writing has degenerated into a careless scribble. I think the medial slant system would be a good substitute for the vertical.

The work in Geography is fairly satisfactory. In the lower standards the wide spread error is the attempt to get primary concept

from books rather than from nature. No sufficient stress is placed on home Geography. Instruction in Drawing and Music is being carried on with good results. Examinations should be held and certificates issued by the Department to those who wish to specially qualify to teach these subjects.

Considering the many difficulties that have to be faced in a new country, the year's work was fairly satisfactory. When these difficulties are overcome we hope for a higher degree of excellence.

I have the honour to be, Sir,
Your obedient servant,
J. A. SMITH,
Inspector of Schools.

REPORT OF INSPECTOR BOYCE, RED DEER.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit the following report for the year ending December 31st, 1906.

During the year I visited nearly every district in the inspectorate once and many of them a second time. In all parts of the country rapid settlement, phenomenal growth and material prosperity are evident on every side and from an educational view-point the increase in the number of districts and the general interest in the schools indicate that the people are anxious to keep abreast of the times. There were in this inspectorate at the beginning of the year one hundred and ten rural and four graded schools, with fourteen departments, and at the close of the year one hundred and thirty rural and five graded schools with nineteen departments,—an increase of twenty rural districts, one town district and five departments in the town schools. Thirty-eight new school houses have been erected or are in the course of construction in the rural districts and in the neighbourhood of one hundred and twenty-five thousand dollars has been voted for up-to-date graded schools in the various town districts.

Throughout the inspectorate both in the foreign settlements and in the English-speaking districts a lively interest is taken in the schools. It is manifest in the improvements on the grounds, in the erection of good buildings, in the provision of equipment and in the general willingness to carry out suggestions for the good of the schools.

Many districts have enlarged their grounds so that now the areas of their school yards vary from two to five acres. Some districts have cleared off the brush, broken the rough ground, harrowed the surface, levelled and seeded the yard with timothy or brome grass. Other districts have erected good little stables, built fences, put up swings, planted trees or made flower plots.

There is also a general improvement in the school buildings. The old log school houses are being replaced by frame or brick buildings and in the newly organized districts the new schools are almost invariably

frame. In many districts the people point with pride to their new school and ask whether their building is not the best in the country. And yet, notwithstanding this commendable spirit, only a very few rural schools have any system of ventilation or a satisfactory method of lighting. In the villages and towns there exists the same interest and pride in the schools and its surroundings and also a praiseworthy desire on the part of the trustees—as far as the funds at their disposal permit—of installing the best available system of heating and ventilation and of erecting good buildings fitted out with every modern convenience. In view of the many inquiries in past years for school plans other than the sheet sent out by the Department and in view of the fact that many thousand dollars are expended annually in school buildings, I feel convinced that a reliable book on school architecture issued by the Department would be exceedingly helpful to trustees who contemplate building and conducive to much better sanitary arrangement and a higher type of exterior architecture.

The majority of the schools are fairly well equipped. In those districts where equipment is old and lacking, trustees, with very few exceptions, are quite willing to furnish the necessary articles when their attention is drawn to the importance of good equipment in the daily work of the school.

The special grant on inspection is exercising a good influence throughout the country. It has stimulated trustees to improve the general appearance of the school premises and in consequence of the fact that half of this grant *must* be spent in books the nucleus of a good little library is found in a large number of the schools. This grant has been productive of so much good that I consider it would be good policy to increase the maximum grant per day from fifteen to twenty-five cents so that districts will be further encouraged to undertake more extensive improvements.

It is a matter of serious importance that, in spite of the liberal grant by the Department, the comfortable buildings which have been erected and the general interest in education, there are children in nearly every rural district who are not attending school nor taking advantage of the educational facilities offered them. In some instances long distances to school, bad roads or inclement weather prevent some children from attending. In other instances the parents or guardians are indifferent as to whether their children attend school or not. In still other instances, I am informed, parents or guardians are deliberately keeping their children at home in utter disregard of the Ordinance. It seems trustees in some districts are loath to take proceedings against their neighbours to compel them to send their children to school. In other districts trustees claim the provisions of the Ordinance respecting compulsory attendance are non-operative,—that so many excuses for non-attendance are permissible that there is little use in trying to enforce the law. Taking into consideration on the one hand that the conditions existing in the country almost prohibit some children from attending school at all, that as a rule, the attendance in rural schools is small, that the expense of maintaining these schools is somewhat heavy, and on the other hand that it is in the interest of the province from the viewpoint of citizenship that every child should receive at least a good common

school education in the English language, I am of the opinion that a provision in the Ordinance giving a special grant for conveyance of children within the district and a more rigid law and a stricter enforcement of the law governing compulsory attendance will materially assist in removing some of the great obstacles to educational progress in rural schools.

As might naturally be expected the standing of the pupils in the summer schools is not as high as in the yearly and the town schools. The short term of six or eight months, irregular and tardy attendance and the change of teachers every season are some of the drawbacks impeding progress in these schools. In the inspectorate as a whole the general proficiency of the pupils is more satisfactory in Standards I and II than in III, IV and V. This may be accounted for as follows: (1) It is much more difficult to classify pupils in the higher standards who come from parts outside the province; (2) There may be so many classes that the teacher in the ungraded school cannot find time to give the necessary attention to the fewer pupils in the higher standards; (3) The amount of work outlined in the course of studies for Standard III is much greater than for any other standard and as a consequence there is a congestion in this grade or a tendency to slide over some of the work. On the whole, however, the general standing of the pupils is better than might be expected. The wonder is not that the schools are backward but that the general proficiency is as high as it is.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

Inspector of Schools.

REPORT OF INSPECTOR THIBAudeau, LACOMBE.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to present herewith my report on the condition of education in the Lacombe inspectorate for the year 1906.

Allowing for the many obstacles to the education of children in a new country one is agreeably surprised at the comparatively satisfactory progress made. The yearly schools, both urban and rural, are doing good work. It is the short-term school that is the chief obstacle to efficient work in the country. In this respect I consider the holding of a school in summer only as little short of criminal to the larger children, especially the boys. When one deducts the time needed at home for seeding, haying, harvesting, threshing, and potato digging, scarcely two months is left for attendance at school. Add to two or three months learning with nine or ten forgetting, the effect of a change of teachers each term, it is

a surprise that noticeable progress is made at all. In most cases an additional tax of \$2.00 or \$3.00 per quarter section would run the school for the balance of the year. When we consider that it is not what a man *has* but what he *is* that makes him a desirable, worthy citizen, what expenditure of money could yield better returns?

Schools sites are in nearly all cases satisfactory as to location. The area of the grounds is generally two acres. It would seem wisdom now while land is cheap to increase the area to from two to five acres. Less than half the sites are fenced and a much smaller proportion are plowed or levelled, while very few are really attractive.

There are still eleven log schools in my inspectorate, the remainder being frame. The majority of the school houses are creditable structures, notably so are Alix, Liberal, Melville, Kensington, Schneiderville and the contemplated schools at Battle Lake, New Norway and Lacombe. I regret to state that the caretaking in rural schools is seldom satisfactory. While the sweeping is fairly so, the answer of the teacher to the question, "How often scrubbed?" is very frequently "Not since I came." Thanks to the teacher the decorations are often quite tasty.

The equipment is fairly adequate to the needs of the school. But it is irritating to find many instances where school boards have been allured by oily-tongued agents into buying almost useless apparatus, especially highly-coloured maps, paying double prices. One-quarter the amount, spent wisely, would give better results. Though some children are still tortured by ill-shaped, home-made desks, I am pleased to note rapid improvement here. The most unsatisfactory blackboard is boards, next plaster, next cloth. Hylo-plate or slate is the best. In the matter of libraries, the regulations of the Department are producing results fully up to anticipations.

With regard to the teaching, about two-thirds or three-quarters of the schools are in satisfactory condition. The chief cause of the weakness in the others is poor discipline.

The reading will average well. In primary grades word recognition is good, phrasing generally good, though defective in a number of cases. I was surprised to find a few teachers still using the antiquated alphabetic method. In higher standards the reading and literature tests, in nearly all cases, showed that the pupils had grasped the thought of the selections well; though there was lack of facility in expressing it. Few children speak or read loudly enough.

I would class about thirty per cent. of our pupils as poor writers; fifty, fair; and twenty, good. My impression is that there is very little actual teaching done in this subject. It is given largely as seat, or "busy" work, and not even supervised. An improvement here is desirable, legibility being the basal consideration.

Arithmetic evidently gets its due share of attention. The written work is creditable; but there should be more rapid mental work, and the problems, especially in Standards III and IV, should be of a more practical nature.

The spelling in our public schools is fairly good, though I fear the lessons are generally simply assigned and heard. A little direct teaching of the difficult words would make a marked improvement.

I made it a point to test some class of each school inspected in composition; the higher standards in letter-writing, chiefly. Every useful citizen should be taught to express his thoughts on paper, at least clearly, if not forcibly and beautifully. Over two-thirds of the pupils in Standards III, IV and V can write a good letter. Parts I and II master the simple elements of letter structure, and Standard II those of the paragraph.

In Geography the results are fairly satisfactory in Standard V, not so in Standards IV and III. In Standard II I found cases where pupils could glibly recite definitions of lakes, rivers, seas, hills, etc., but were quite unable to tell what a slough was. Similarly I found scarcely a pupil who knew the Geography of Alberta, the vast majority not being able to tell even the boundaries. I trust this weakness in home geography will be remedied with the introduction into our schools of a map of Alberta.

In History the results are very poor. Standard III pupils in rural districts, especially the short-term schools, know nothing beyond a few dates and names in Canadian History; Standard IV know a simple outline of Canadian History, but practically nothing of English History. In Standard V the results are only fair.

In Nature Study and Agriculture where any interest is taken in the subjects the results are satisfactory.

The Annual Departmental Examinations in Standards V, VI, VII and VIII ensure due attention to these classes. In a few cases in ungraded schools where the teacher has a class preparing for the Public School Leaving Examination, the lower classes are somewhat neglected, the teacher doing little more than hearing their recitations and assigning them lessons. To remedy this evil it is urgent that the ratepayers measure not their teacher's worth to the district by the number of successful candidates she has prepared for a Departmental Examination, but by that teacher's influence for good on the character of her pupils.

A convention of the teachers of the inspectorate was held in Ponoka on November 1st and 2nd. Though the weather was most disagreeable the first day fifty-two teachers were in attendance. The discussions were very free, helpful and to the point. The convention was most appreciative of the considerate hospitality which the Ponoka citizens extended to the teachers.

The records of over eighty per cent. of my districts were examined. They show that while many secretary-treasurers are painstaking and efficient, many others are careless and incapable. One noticeable defect is that in scarcely one instance do the books show the indebtedness of the district as to debentures, teacher, janitor, etc.

I could learn of no case in which the law for compulsory attendance was enforced, though there is scarcely a district in which some parents are not doing their duty by their children and the land of their adoption.

While it is the case that the inspector sees many opportunities of assisting in improving the schools in equipment, teaching and administration it is gratifying to feel that everywhere there is abroad

an earnest spirit in favour of improving school facilities for the sake of the children of the Province.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,

Inspector of Schools.

REPORT OF INSPECTOR ROSS, STRATHCONA.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report for the Strathcona inspectorate for the year 1906.

One half of the rural districts in this inspectorate are in foreign settlements, the nationalities of which are French, German, Norwegian, Swedish and Galician. The few French schools are open during the year, while at least seventy per cent. of those in the other districts are only open during a portion of each year. The reasons given for closing these schools are: (1) The district cannot afford to keep the school open during the whole year; (2) They require the labour of their children during the summer months.

The results obtained in these short-term schools is most unsatisfactory, as the better class of teachers will not accept a position in one of them, except when all other positions are filled, and a change of teachers is necessitated each term. This breaks the continuity of the work as outlined by the curriculum, and usually brings with it changes in method and tactics.

Teachers who have not taken professional training and those from other provinces are usually in charge of these schools. The latter do very satisfactory work after our Programme of Studies is fully explained to them, but in many instances they do not interpret it correctly.

During the year all the schools with the exception of one have been visited once, and the great majority twice, and those that were in operation were inspected. Two institute meetings were held in this inspectorate, one at Strathcona, June 11th and 12th, and the other at Vegreville, June 15th and 16th. At these meetings excellent papers were read by the principal and vice-principal of the Normal School, and the Programme of Studies was fully interpreted, and the purpose of teaching, and the methods of presenting the different subjects were discussed. I consider that the attendance at these institutes should be compulsory, as those teachers who most need the instruction usually absent themselves. A union convention of the Edmonton and Strathcona inspectorates was held in Strathcona October 25th and 26th. The convention was well attended and an excellent programme was presented. The benefits of a joint meeting of teachers from these inspectorates, where a number of teachers

are doing special work along some particular line, were recognized and a permanent union was organized.

School Grounds.—In rural districts the grounds are of sufficient area, but scarcely any attempt has been made toward beautifying them. Only a small percentage of the schools have either flower-gardens or trees planted, and in a number of districts the grounds are neither fenced nor cleared off. Where the teacher is enthusiastic and takes the initiative in ornamenting the grounds, the trustees usually lend their support and good results are obtained. In the town schools the grounds are of fair dimensions, and in Strathecona and Wetaskiwin the trustees have done much toward beautifying the grounds by means of tree planting, flower gardening and neat fencing.

School Buildings.—A rapid increase in school districts, a careful selection of school sites and a marked improvement in the type of building erected is very noticeable. More attention has been paid to the lighting and ventilation of the school rooms during the year, but we have many schools that are poorly constructed, poorly ventilated, and in a bad state of repair. Some schools are without porches and cloak rooms, and there is no privacy, nor attempt to have separate rooms for the boys and girls. The great majority of the schools are tastily decorated and kept neat and clean, but in a few there is no person held responsible for the condition of the room, and the pupils are surrounded by bare walls, loose desks, and unswept floors. The buildings erected in foreign districts compare favourably in respect to structure and equipment with those in Anglo-Saxon communities.

Vegreville and Camrose are erecting modern four-roomed brick schools, and the towns of Vermilion and Mannville are now preparing to build.

Equipment.—The schools in general have the minimum equipment and many of them are fully equipped for the work they are attempting, while a few have neglected to provide even the essentials. I am pleased to note that the trustees usually carry out the suggestions that I have made when the necessity of the apparatus is explained to them. During the year a number of schools have discarded the home-made desks and are procuring modern single seats, and are also securing good black-board material and increasing the black-board space. The town schools are well equipped for public school work, and have all the modern conveniences for the efficient training of the pupils in the subjects taught.

Teachers.—Owing to the rapid increase of rural schools there has been a scarcity of teachers, and a score of schools were closed during part of the year on that account. This led to the granting of permits to those applicants who had the necessary scholarship but who did not have the training demanded by the Ordinance. These teachers did faithful work, but lack the experience and training in managing classes, outlining seat work, and in devising methods of presenting the work in an interesting manner. A short Normal School course would be of great benefit to these teachers, and would make their work more efficient.

Reading.—As the majority of pupils in this inspectorate are the offspring of foreigners, a thorough drill in the study of English is essential, and therefore reading is of the utmost importance. Many teachers obtain excellent results by emphasizing pronunciation, the meaning of phrases and clauses, and the oral interpretation of the thought of the selection, so that the pupil has a fair knowledge of the thought and feeling, and can be led to give expression to the same; while in a few schools reading consists of word recognition without any attempt at the proper expression of thought. In the town schools reading is much better in the primary grades, when the pupils are taught to read the sentences from the board during the first six months of their school life.

Spelling and Dictation.—Oral and written spelling in the class is generally good, and considerably better than the same pupil does in his exercise books. In the country schools very little attention is paid to dictation, and the pupil's ordinary written work is not free from many simple mistakes in spelling. In the graded schools the work is very fair.

Composition.—This subject is receiving more attention from teachers and many of them insist that all oral and written work be treated as composition. These teachers prepare a variety of carefully graded exercises for the junior classes, and give them practice in the construction of sentences, reproducing stories and in narratives of their own experiences. In the senior classes they ask the pupil to collect the material for the composition and submit a plan showing the method of treatment and arrangement. In these schools good results are obtained, but in too many schools the only type of composition I have observed is the reproduction of lessons and stories. The only teaching in these schools consists of the correction of errors.

History.—The teaching of biographies in Standard II has not been successful. The majority of teachers present too many facts about each life, and confusion of ideas in the child's mind is the result. More broad teaching is done in the senior grades and the students have a fair knowledge of the important facts of history, but are deficient in their knowledge of our own civil government. The pupils are led to make comparisons and form judgments as well as to learn the chief events in the life of the nation.

Arithmetic.—In the junior classes the teaching of this subject has been concrete, definite and thorough in the majority of schools, but in the highest standards it is not as definite and the work is not as accurate or rapid. The statement of solutions is generally logical, but in many instances the reasoning is not clear and the calculation is not accurate. In the senior classes more time should be devoted to the interpretation of each problem and less attempt be made to solve it by rule. The most of the advanced classes are lacking in accurate and rapid calculation.

Geography.—In many schools the Programme of Studies is closely followed and broadly interpreted and the pupils have been led to observe the forms in nature, while in other schools stereotyped definitions are taught and the pupil fits the concept to the definition, and is not taught to go to nature to observe and obtain his concepts from his observations. In a number of schools the teachers lay broad

and deep foundations for the study of physical geography, and rapid progress and intelligent work is done in continent study later. During my last inspection I noticed that careful work was being done in the study of the geography of Alberta.

Writing, except when a special test is made, is not satisfactory, and few teachers attempt to teach it except in the primary classes. The setting apart of a few minutes each day for writing exercises, and the neglecting of careful supervision of all exercise books will not lead the pupil to acquire the habit of doing his best work at all times.

Those teachers that have musical ability are doing excellent work in the schools in this subject. The tone of the schools is improved by the singing of appropriate and patriotic songs. In drawing there is very little progress made.

The teaching of hygiene, manners and morals is neglected in most of our schools. This is a serious mistake as the embryo citizen should receive training during his impressionable years in his duties toward society.

The graded schools have taught the subjects on the curriculum and covered the work in many instances thoroughly. The country schools that were open during the whole year and where the attendance was regular have in most cases made rapid progress and done thorough work, but where the schools are open only a part of the year and the attendance is very irregular scarcely any progress is made.

I am pleased to note that a few of these short-term schools have become yearly schools, and that in most cases the trustees are taking more interest in their schools than formerly. This is manifested by the clearing and fencing of grounds, the painting of buildings, and the equipping of the school with good desks, blackboards and apparatus.

The general standing of schools reflects great credit on the ability and earnest efforts of the teachers.

I have the honour to be, Sir,

Your obedient servant,

J. Ross,

Inspector of Schools.

REPORT OF INSPECTOR ELLIS, EDMONTON.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,

Minister of Education,

Edmonton, Alta.

SIR,—I beg leave to submit for your consideration the following report of the Edmonton inspectorate for the year 1906.

I visited once all the schools in operation with one exception,—it started late in the year—and a few twice. Not having begun work till about the first of May, I had very little time to consult with people wishing to form new districts, or to examine the records of

many of the districts. However, I have very little fault to find with those I did examine, as they were kept neatly and in a business-like manner. In many cases the secretary is the best educated man in the district and his work is often a credit to it.

Since May 1st there have been twenty-two (22) new districts formed mostly among the Galicians and Russians. I did not visit many of these as time was limited and Mr. Fletcher, supervisor, is looking after the building of the schools, etc., among these people. Let me say in passing, however, that my opinion of these settlers has changed since I have been among them. They are an industrious, hard-working people and seem to take an interest in education when the work is once started. Though the majority of them still live in somewhat unsanitary conditions, yet a few are gradually adapting themselves to our mode of living. Where schools have been erected among these people the attendance is good and often does not vary more than two or three from day to day. One school I visited had 25 Galicians and the children were doing very well indeed; another had 48 pupils, the majority being Galicians. A trial has been made of a Galician teacher who was educated in Winnipeg, but he has not proved a success, principally because he cannot speak the English language correctly and distinctly. The same applies to French-speaking or German-speaking teachers. I was in one school which had a French Canadian-teacher and most of the pupils in the second book could speak better English than he. They had had an English-speaking teacher for the three years preceding. While it may be an advantage to a teacher to know the foreign language, I believe it should never be used in the presence of the children. The progress of the class will necessarily be slow at first, but the teacher will accomplish more in the end by using the English language exclusively. One of the great hindrances in these foreign districts is the fact that the children hear no English except in their recitations. In one of the French districts, the teacher (a French-Canadian) had what she called her French and English days, which meant that on the English day the children talked nothing but English from the time they reached the school in the morning till they went home at night. She started with one English day in the week and gradually increased the number till after about two months they were all English days. The teacher was on hand at recess to supply the English word when the pupils did not know it. While some may think that it should be English from the start, I may say that this teacher has had very good success.

Another serious drawback among the Galicians and Russians is the impossibility in some instances of securing a boarding house for the teacher. In some cases the teachers can board at the small hotels here and there throughout the country, but there are many school districts that possess no such convenience. In such cases the trustees should be encouraged to build shacks for the teachers and something in the form of a bonus might be given to the teacher by the Department of Education, or otherwise, where these schools are kept open the whole year. The secret of success, I believe, lies in keeping these schools open the full year, otherwise the children soon forget what they have learned.

There has not been any great scarcity of teachers in this inspectorate during the past year. Nearly all schools were in operation during the first term while only a few were closed during the fall term. Many of the trustees are becoming educated to the fact that it is the yearly school that pays best, because in such a school they are able to retain a good teacher when they get one.

There is a very marked advance in the care that is being taken with school grounds and out-buildings. In most cases a fence of some kind soon follows the erection of the school house and in many districts flower beds adorn the grounds. If I may, I should like to call attention to the Bellrose School District which I think has the nicest grounds I saw this year. The teacher and pupils here take great pride in their grounds and several firs have been planted therein. Many trustees have built stables to accommodate the horses driven or ridden by the pupils. Though most of the schools have wells, yet very few have good water, chiefly because there is not enough water drawn from these wells to keep the water pure. I think bored wells would overcome the difficulty to a great extent.

School equipment is receiving considerably more attention though there is still room for improvement. The blackboard is the chief defect in many schools. Cupboards are frequently lacking where they are very necessary. Nearly every school which has been in operation for a year or more has a few books which, no doubt, is the nucleus of a good library. The interest taken in this work is manifested by the use of the proceeds of school concerts, etc., for additions to this library. I think it might be well if the trustees were asked to use the other half of the inspection grant for the beautifying of the school grounds or buildings.

The general interest taken in education is shown not only by the large number of new school districts being erected but also by the desire to construct good school buildings in these districts and replace the log buildings in the older districts by modern ones of frame or brick. As a whole the class of buildings is good and very few log school houses are now being erected. Edmonton added four departments to her school during the year and will likely add as many more the first of the new year.

The teachers of the Edmonton and Strathcona inspectorates still prefer to meet together and about 100 teachers met in convention at Strathcona last year where many good papers were read; one in particular by Dr. Ferris on the "Teacher's responsibility to Hygiene," calling forth a healthy discussion. Another on the "Difficulties of the new teacher" was warmly received.

The Programme of Studies is being very well followed in most of the schools; the chief exception being with the teachers who come to our province from other parts of the Dominion. The trustees should see that the teacher has a copy of the curriculum just as much as that she has a register. The subjects that receive the least attention are Nature Study, Hygiene and Drawing. Nature Study seems to trouble many teachers who have not had training in the work. They are always wanting to teach a book instead of nature itself. In this respect the teachers who have taken our training usually do

the best work. The work in Grammar in many schools is not satisfactory. I think this is due in some cases to the fact that Grammar is on our course as an optional subject and hence may be omitted by the student in the High School. The mechanical work in Arithmetic is receiving more attention. Accuracy and rapidity count for more with many teachers than the amount of work done. In the other branches the work is proceeding quite satisfactorily. Local Geography is receiving much more prominence than formerly. Many teachers are making a strong effort to increase the proficiency in Spelling and are meeting with a reasonable amount of success.

Along the line of secondary education the Edmonton High School is the only institution in this inspectorate that is devoting its time exclusively to this work. Here the work is being well done and the curriculum is closely followed. There are several other schools that are attempting secondary education, but they are poorly equipped especially for the Science work. Some of these smaller schools are to be commended, however, for the interest they have taken in this secondary work, and the fairly good progress resulting therefrom. With the establishment of a University in the near future there will be no need for anyone to hesitate coming to this country, for we will then have all the educational facilities that even a connoisseur could wish for, as well as a land teeming with wealth for the agriculturist and the manufacturer.

While the above may seem a somewhat pessimistic view of the educational situation of this inspectorate, owing to the faults found and errors noted, it must not be inferred that good work is not being done. We have many excellent teachers but few of them get an opportunity to do themselves or their schools justice owing to the frequency with which changes of teachers occur in our rural schools. Schools that are near Edmonton are usually better because changes are less frequent and because the schools are open the whole year. Most of these schools compare favourably with any found elsewhere in the Dominion. The reason is evident, our salaries being higher than those paid in most of the other provinces we get the cream of the whole Dominion. I think it would be well if sub-conventions were held occasionally for a day, say, in the outlying parts of the inspectorate whence teachers seldom get to the central convention. This should unify the teacher's work to a great degree. At present the Normal staff is doing work of this nature, but I believe they do not go far enough out to reach the most of the teachers alluded to here.

In conclusion, I may say that if the influx of settlers continues as it has during the past two years there will soon be no land within 100 miles of the capital that will not be included within the limits of some school district, notwithstanding the thousands who are finding homes in the remote northern districts of this fertile province. Such should be a pleasing feature, not only to the Educational Department of our own province but to the whole Dominion.

I have the honour to be, Sir,

Your obedient servant,

G. E. ELLIS,

Inspector of Schools.

III.

EDUCATION OF DEAF MUTES.

PRINCIPAL McDERMID'S REPORT.

Institution for The Deaf and Dumb,
Winnipeg, March 21st, 1907.

HON. A. C. RUTHERFORD, B.A., B.C.L., LL.D.,
Minister of Education,
Edmonton, Alta.

SIR,—I have much pleasure in submitting for your consideration a short report of the progress and condition of the Manitoba School for the Deaf. The report is of a general character and deals with the entire workings of the school, as I feel it will be of greater value and interest to those who desire to know the nature of the methods of instruction.

The pupils of your province are all making good progress and in no instance have we a pupil who is not in every way a fit and proper subject for a school for the deaf.

The following tabular statements will furnish information in regard to the attendance for the year 1906:

Pupils admitted during the year.

	Male	Female	Total
From Manitoba.....	32	19	51
“ Saskatchewan...	12	13	25
“ Alberta.....	6	3	9
“ British Columbia	5	6	11
“ Yukon Territory	..	1	1
Total....	55	42	97

Pupils in Residence December 31st, 1906.

	Male	Female	Total
From Manitoba.....	26	12	38
“ Saskatchewan...	11	12	23
“ Alberta	4	3	7
“ British Columbia	4	5	9
“ Yukon Territory	..	1	1
Total... ..	45	33	78

New Pupils received during the year.

	Male	Female	Total
From Manitoba.....	6	5	11
“ Saskatchewan...	1	4	5
“ Alberta.....	2	2	4
“ British Columbia	2	1	3
Total.....	11	11	22

The following is a list of those present from Alberta, December 31st, 1906: Ellen Orr, Stavely; Percy Gainer, Strathcona; Duncan Skinner, Bowden; Richelda Rosenroll, Wetaskiwin; Annie Porter, Island Lake; George Cartwright, Calgary; Clinton Benedict, Mayton.

Health.

The health of the pupils of this institution has always been, comparatively speaking, of a very satisfactory character. We have suffered from mild epidemics during the past two or three years, of measles, scarlet fever, and chicken pox, which caused serious interruption to the work of the classes, but happily in each case all of those afflicted were restored to health and strength. Our freedom from serious outbreaks I feel is due to the satisfactory sanitary condition of our buildings. We do not wish to make promises for the future because of proper conditions and surroundings, but it is worthy of note that during seventeen years we have only had three cases of illness resulting fatally, a fact which I think speaks well for the precautions which are taken to guard against disease.

School.

On the whole the work of the classrooms has been satisfactory. No change has taken place in the methods of instruction, although the speech method which has existed here for some time is perhaps receiving more attention. Most of the schools in Canada and the United States are gradually increasing and extending their oral work as it is found that by this method a large percentage of deaf children may be taught to articulate so clearly and distinctly that speech is of real benefit to them. I do not, however, admit, nor is it admitted by foremost educators of the deaf, that speech should be taught to all deaf children. Perhaps 50% may be taught to speak well, but I do not believe that more than 30% will make practical use of this speech after the pupil leaves the school.

We have five manual teachers and one teacher of articulation while in other schools the percentage varies from 50% to 75%; that is, in schools known as "combined schools for the deaf." Schools under the combined system employ any method that is best suited to the child and the two best known methods of instruction are the manual and the oral. There has been during the last ten or fifteen years a great controversy between friends of both methods of instruction which has resulted in the organization of an Association for the Promotion of Speech to the Deaf. This association supports the theory that all deaf people should be taught to speak, and to be educated by the means of speech while those who favour the combined system believe that only a certain number, those specially adapted to this method, children having a good voice and a natural aptitude for speech, should be taught by the oral method. The question is far from being decided and will always remain an open one, and the only hope and salvation in the education of the deaf along the best lines possible is for those who have charge of the institutions to keep an open mind and be broad enough to accept

any method or system that appears to them to be in the best interests of the children under their control.

At the close of the term in 1905, we graduated six pupils, namely: Archibald Wright, Winnipeg; Archibald McDonald, Fort Qu'Appelle; Eugenie Muller, St. Boniface; Lottie Jameson, Carman; Alice Lonsdale, Headingley; and Olive Jenkins, Victoria. These pupils all possessed ability of a high order and fully deserved the honour received as graduates of the school. Three of them, Lottie Jameson, Archibald Wright, and Archibald McDonald, have since attended Gallaudet College at Washington, an institution supported by the Federal Government of the United States for the higher education of the deaf and dumb. They still remain and I have no doubt will give a satisfactory account of themselves, as they all possess ability to take the full college course. The other graduates, with the exception of Olive Jenkins, are living at their homes and as yet are not taking up any occupation. Miss Jenkins has been appointed Supervisor of the Girls at this institution and is giving perfect satisfaction.

Occupations of the Deaf.

It has always been a matter for anxiety to those interested in the welfare of the deaf after they have left school, to advise and assist them in securing suitable occupations. On account of their inability to hear they are of course handicapped and but few avenues are open to them. This difficulty has long been recognized by educators of the deaf, as is evidenced by the provision made in most schools for manual training, which supply to a certain extent a knowledge of some handicraft whereby graduates of our schools are enabled to obtain a start in life. It is only possible to teach a comparatively small number of trades in our schools, and it follows that it is out of the question to equip all of our graduates with a trade or calling suitable to their capabilities. We have some pupils who could perform duties demanding intellectual attainments above what is required as a printer, dressmaker, or carpenter, but their deafness prevents them from even getting a chance to show what they can do. It is for this reason that the friends of the deaf are solicitous and even anxious to welcome any effort that is made on their behalf. I wish to express my own gratitude and I know that of the deaf at large, for the generous action of the postal authorities in permitting the deaf to compete for civil service positions in the post office. It is an act deserving of the highest praise and commendation and I feel that it is only proper that I should refer to it at this time. Four of our ex-pupils have already secured positions in the city post office and are filling them very satisfactorily. The names of these young men are Bertie Partridge, Winnipeg; Clarence Pettypiece, Souris; Herbert Lonsdale, Headingley; and Norman Phillips, Winnipeg.

In conclusion I have to thank you for the very prompt and generous way in which you have approved all applications, leaving it to my judgment largely whether applicants should be admitted to the privileges of this institution. It is my wish to exercise the greatest possible care in recommending for your approval candi-

dates for admission, as we do not wish to accept persons incapable of being taught. I have refused recommendations to several persons who have appealed to me direct, believing that they were not proper subjects to be admitted to a school of this kind. Many people believe that this institution is an asylum for the care of all deaf people defective in hearing and speech and that these defects should be sufficient reason for their admission. My desire has always been to impress the idea upon the public that this institution is essentially a school for the education of deaf people who cannot be educated in the public schools by the usual methods.

I have the honour to be, Sir,

Your obedient servant,

D. W. McDERMID,

Principal.

PART III.
APPENDICES

APPENDIX A.

ORGANIZATION AND MAINTENANCE OF SCHOOLS.

ORGANIZATION.

Practically all new school districts are established upon the initiative of the residents of their respective districts. The average size of districts established in the province during the past two years is about seventeen sections, the majority of districts being about four miles square or four miles by four and a half. Necessarily, however, the physical features of the country frequently interfere with the symmetry of the district. Any three residents of the proposed district who would be liable to taxation by the district in case of its erection may form themselves into a committee to undertake the preliminary steps as outlined in The School Ordinance. When the limits of the proposed district have been approved by the Minister of Education and it has been shown (1) that there are residing within the limits at least twelve children between the ages of five and sixteen years inclusive, and (2) that there are at least four persons actually resident in the proposed district who own or occupy land that would be liable for assessment should the district be established, forms are forwarded to the committee, together with full instructions relative to the first meeting of ratepayers. To be qualified to vote at this meeting a person must be of the full age of twenty-one years and must have actually resided within the proposed district and been the owner or occupant of assessable property therein for a period of at least two months immediately prior to the date of the meeting.

Should the majority of the ratepayers at this meeting vote in favour of the erection of the district, trustees are immediately elected and complete returns made to the Department regarding the whole procedure. If it is found that the requirements of The School Ordinance have been complied with, the Minister of Education gives his official order for the erection of the district and notice thereof is published in the Official Gazette.

In case the residents neglect or refuse to take the initiative as above outlined and it has been shown that an area suitable for a school district contains (a) at least twenty children between the ages of five and sixteen inclusive; (b) ten persons actually residing therein who on the erection of the district would be liable to assessment; and (c) six thousand acres of assessable land, the Minister may on his own initiative order the erection of the district. Should

the elected board of trustees neglect or refuse to administer the affairs of the district as required by The School Ordinance an official trustee may be appointed to manage the affairs of such district and upon the appointment of such official trustee the board of the district for which he is appointed shall cease to hold office as such.

MAINTENANCE.

The cost of maintaining schools is met by taxation and legislative grants. Each year the board of trustees makes its estimate of the amount required to meet all expenditures for the year and levies such rate on the taxable property of the district as may be deemed necessary. In rural districts the single land tax system prevails and the maximum rate is ten cents per acre. In village or town districts real and personal property is assessed and the rate of assessment is levied on the assessed value of the taxable property within the district but such rate shall not exceed twelve mills on the dollar for ordinary school purposes, though an additional rate may be necessary to meet any debenture indebtedness that may have been incurred by the district on the terms upon which it was incurred.

The legislative grants are fixed by The School Grants Ordinance, the chief provisions of which are as follows:

“3. In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts an amount to be calculated as follows:

- (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent more per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.
- (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;
- (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open;

Schedule.

A percentage of from	40	to	50	inclusive,	5	cents.
"	"	51	"	60	"	10
"	"	61	"	70	"	15
"	"	71	"	80	"	20
"	"	81	"	100	"	25

2. To village and town districts an amount to be calculated as follows:

- (a) To each district the sum of 90 cents per day for each day its school is kept open;
- (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of from	50	to	60	inclusive,	5	cents.
"	"	61	"	70	"	10
"	"	71	"	80	"	15
"	"	81	"	90	"	20
"	"	91	"	100	"	25

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open; and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty:

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due:

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average



CENTRAL SCHOOL, CALGARY

attendance of the whole school shall at least equal twenty pupils to each teacher employed:

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.:

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

Provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar month during which the school is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of the monthly percentages of attendance by the number of such monthly percentages of attendance."

"9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books

for a school library and such books shall be selected from a list authorized and furnished by the department:

Provided that on the recommendation of an inspector the Commissioner of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library. Amended c. 10, 1904, s. 2."

APPENDIX B.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre while in town and village districts the area should be at least one-half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a wood shed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or bailed out several times during the year. In all districts

where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of the window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sash should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17in.	29in.	16in.	24in.	28in.	Adults
High School	2	16in.	27 $\frac{1}{2}$ in.	16in.	24in.	27in.	16 to 20
Grammar	3	15in.	25 $\frac{1}{2}$ in.	14in.	21in.	26in.	12 to 18
1st Intermediate ..	4	14in.	24in.	14in.	21in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22 $\frac{1}{2}$ in.	12in.	19in.	22in.	8 to 12
Primary	6	12in.	20 $\frac{1}{2}$ in.	12in.	19in.	21in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17in.	29in.	16in.	40in.	28in.	Adults
High School	2	16in.	27 $\frac{1}{2}$ in.	16in.	40in.	27in.	16 to 20
Grammar	3	15in.	25 $\frac{1}{2}$ in.	14in.	38in.	26in.	12 to 18
1st Intermediate ..	4	14in.	24in.	14in.	38in.	24in.	10 to 15
2nd Intermediate..	5	13in.	22 $\frac{1}{2}$ in.	12in.	36in.	22in.	8 to 12
Primary	6	12in.	20 $\frac{1}{2}$ in.	12in.	36in.	21in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the Department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the Department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents

the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the Department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the Department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHER'S READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book

and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the Department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHER'S MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHER'S CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the Department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the Department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the Department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHER'S INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the Province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the Department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the Department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

CERTIFICATES.

46. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

47. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 53.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the Province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a normal school.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid till the close of the school term during which they are issued.

A provisional certificate may be granted on the application of a board of trustees that has failed to secure a duly qualified teacher, or on the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

48. On receiving an application from a board of trustees accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

49. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

50. The Minister of Education may extend the time during which any interim certificate shall be valid.]

51. Upon the recommendation of the principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

52. Every person who passes the annual departmental examination for Standards V, VI, VII or VIII shall receive a diploma certifying thereto.

RECOGNITION OF PROVINCIAL AND OTHER CERTIFICATES AND DIPLOMAS.

53. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examina-

tions as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX C.

PROGRAMME OF STUDIES.

STANDARDS I—V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the Department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard I.

Authorized First Readers. Authorized Supplementary Readers.

Standard II.

Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Standard IV.

Authorized Fourth Reader. Authorized Supplementary Reader.

Standard V.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for Literature, are for independent supplementary reading rather than for study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

Standard II.

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking

the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

COMPOSITION.

(a) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

Standard II.

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

Standard III.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary [abstract]; social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; a division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the authorized text book.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

Standard II.

Biography.—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

Standard III.

Canadian History.—Outline study from leading features, *e.g.*: discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—feudal, freehold, leasehold, seignorial; Reciprocity Treaty; British North America Act, etc.

British History.—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Cæsar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

Standard IV.

Canadian History.—The text book studied as a review and expansion of the topics discussed in the previous standards.

British History.—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

Standard V.

Canadian History.—The leading events of Canadian history with particular attention to events subsequent to 1840.

British History.—The outlines of British history.

GEOGRAPHY.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

Water: Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain, valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

Water: Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; relation of these to one another; their uses.

Winds: Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people, and vessels.

Maps: Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

Standard III.

Land: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)

Water: River systems.

Continent Structure: Great slopes, continental axis, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)

The World as a Whole: Relief—World ridge from Cape Horn to Cape of Good Hope.

- Lowlands: World basins—their position between the two highlands of each continent. Outline description of each.
- Drainage: World water parting; world river systems.
- Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)
- Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174-176.)
- Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.
- Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)
- Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)
- People: The different races and their distribution.

NORTH AMERICA.

References for Teacher's use: Parker's "How to Study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XIV. "The story of our continent."—Shaler.

Position.

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—their cause and influences generally.

Natural Productions and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Railways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

Alberta: Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

Standard IV.

Dominion of Canada: Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

South America: Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic, and Chili. (Teacher's reference: "How to Study Geo-

graphy," pp. 218-224. "The Geographical Reader."—American Book Company.)

Eurasia: General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

The general geography of the world, geography of Canada more particularly.

NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany." Newell's "From Seed to Leaf," Goodale's "Concerning a few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

Standard I.

Plant Life:

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledous, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

Standard II.

Plant Life:

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

Animal Life: Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

Standard III.

Plant Life:

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

Soils: Preparation for seed. (Reference—prescribed text.)

Animals: Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) Insects: Growth, classification, remedies. (Reference—prescribed text.)

Standard V.

(a) *Nature Study.*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture.*—A general knowledge of the following topics: soils: formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops: their growth, management, rotation, diseases. Live stock and dairying: feeding, care and manage-

ment of farm animals; butter-making. Insects: growth, classification, remedies. Weeds: wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees: their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: Agriculture by James and McIntyre.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

Standard I.

Teacher's reference: Wentworth's "Primary Arithmetic."

Part I.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten-cent coins; simple problems.

Part II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially in addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard II.

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one twenty-sixth one one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: use and meaning of 50%, 25%, 10%, 5%, $33\frac{1}{3}\%$, $12\frac{1}{2}\%$: relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration: simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles: contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary business transactions.

Standard V.

Arithmetic and Mensuration:—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in Chapter VII of Hill's *Lessons in Geometry*. All problems should, as far as possible, have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in the solution

of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given.

Algebra: Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

Geometry: As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets.

DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard I.

Teach the following forms as wholes from type solids and objects:

Sphere and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

Standards II and III.

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, *e.g.*, band-box, coin, etc.

Half Cube, square prism, right-angled triangular prism and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

Standard IV.

The work of previous standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw, from the solids, the geometric figures circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

Standard V.

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

MUSIC (OPTIONAL).

Standards I and II.

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards III, IV and V.

Normal Music Course First Reader. Second Reader when First is mastered.

HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE
OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reasons why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it the better, as a rule, they are off.

MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218-294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practises those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example; the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX D.

COURSE OF STUDIES AND ANNUAL EXAMINATION FOR
STANDARD V.

APPROVED, JULY, 1906.

GENERAL.

1. The annual departmental examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.

2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 24th.

3. Candidates shall write at their own schools, and the teacher shall act as presiding examiner. The expenses of the examination shall be paid by the candidates or by the board of trustees. There is no examination fee.

4. The answer-papers of candidates shall not be examined until their teachers report to the Department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, algebra, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30, 1907.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examina-

tion or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry and agriculture. The annual examination shall include both obligatory and optional subjects. Every candidate must write on all the subjects prescribed for examination.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages: Dora, p. 13; The Little Midshipman, p. 23; David Swan, p. 31; Rosabelle, p. 97; Crusader and Saracen, p. 99; On the English Language, p. 137; The Vision of Sir Launfal, p. 186; What is Time?, p. 190; Life, Death and Immortality, p. 202; The Birds of Killingworth, p. 216; The Green Linnet, p. 234; To a Nightingale, p. 238; To a Nightingale, p. 239; The Song-Sparrow, p. 239; The Passing of Arthur, p. 247; Lord Chesterfield, p. 269; Ulysses, p. 283; The Brook, p. 294; Lord Clive, p. 314; Discontent, p. 343; Contentment, p. 344; Peace of Mind, p. 347; Canada and the Empire, p. 363.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

Grammar: An intelligent comprehension of Goggin's New Elementary Grammar.

Orthæpy and Spelling: Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

Arithmetic and Mensuration: A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible,

have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given. Text books in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Algebra: Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M. Text book: C. Smith's Elementary Algebra.

Geometry: As in Hill's Lessons in Geometry omitting Chapters VII, VIII and IX.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

Geography: The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography, North-West Territories edition.

History: The leading events of the Canadian History with particular attention to events subsequent to 1840; the outlines of British History. Text books: Clement's History of Canada and Buckley and Robertson's High School History.

Nature Study and Agriculture: (a) *Nature Study*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction: propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat, adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion, and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

Hygiene and Temperance: As outlined in the Programme of Studies for Standards I to V. Teacher's reference books: Ontario Manual of Hygiene, Ontario Public School Physiology and Temperance.

Penmanship: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

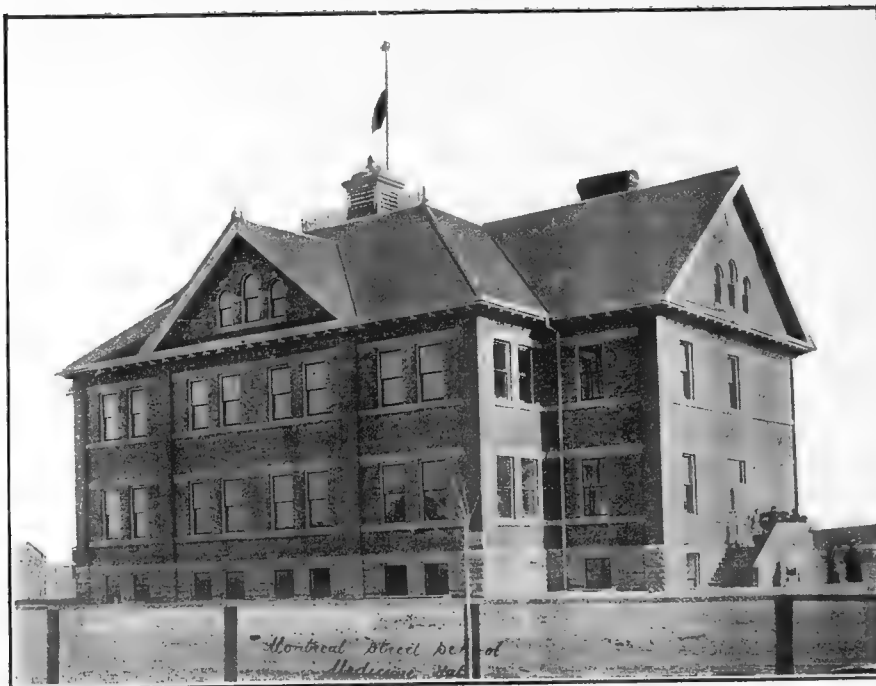
Drawing: Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools. Books I and II. Teacher's reference: The Manual.

Music: As outlined in the Programme of Studies for Standards III-V. Text Book: Normal Music Course First and Second Readers.

The *obligatory* subjects of the standard are reading, literature, composition, grammar, orthœpy and spelling, arithmetic and mensuration, geography, British and Canadian history, nature study, hygiene and temperance, penmanship and drawing.

The *optional* subjects of the standard are algebra, geometry, book-keeping, agriculture, and music.

Candidates for examination shall be required to write upon the following subjects: literature, composition, grammar, orthœpy and spelling, arithmetic and mensuration, geometry, history, geography, nature study and agriculture, drawing. The marks for penmanship shall be awarded on the composition paper.



MONTREAL STREET SCHOOL, MEDICINE HAT



LANDERDALE SCHOOL, No. 1523

APPENDIX E.

REGULATIONS OF THE DEPARTMENT OF EDUCATION
GOVERNING CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VI, VII, VIII AND NORMAL SCHOOLS.

APPROVED, JULY, 1906.

CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 8.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the Province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

7. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

RECOGNITION OF PROVINCIAL AND OTHER CERTIFICATES AND DIPLOMAS.

8. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

EXAMINATION REQUIREMENTS.

Standards VI, VII and VIII.

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, before the 24th day of May, make application to the Department in the form prescribed.

3. The principal of every school having candidates for examination shall before June 30th forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII diplomas respectively. But in the case of persons who have not been residents of the Province for eighteen months immediately prior to the date of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and $33\frac{1}{3}$ per cent. on every other paper or on each part thereof.

6. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

7. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

8. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

Professional Examinations.

9. The professional examinations based on the course of studies for Normal Schools shall be held at the close of each session.

10. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks and 33½ per cent. on each paper.

11. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30, 1907.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

Standard VI.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study. Practice in oral reading.

Prescribed books: Scott's *The Lay of the Last Minstrel* (Riverside Literature Series No. 134 or MacMillan's Pocket Classics); Macaulay's *Lays of Ancient Rome* (R.L.S. No. 45); Dickens' *The Cricket on the Hearth* (R.L.S. No. 58); Goldsmith's *The Vicar of Wakefield* (R.L.S. No. 78 or Eclectic English Classics) American Book Co., (Morang & Co.).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject matter, structure and language of each prescribed selection. Memorization of fine passages.

Prescribed Literature. Poetical and Prose Literature, Vol. II, edited by Saul and McIntyre (The Copp, Clark Co.).

4. *English Grammar and Rhetoric*: A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books: Syke's Elementary English Composition (The Copp, Clark Co.); the High School Grammar, revised edition (Canada Publishing Co.).

5. *History*: The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books: Clement's History of Canada (William Briggs); Buckley and Robertson's High School History (The Copp, Clark Co.).

6. *Geography*: The general geography of the world; geography of Canada and the British Empire more particularly.

Text books: The New Canadian Geography—North-West edition (W. J. Gage & Co.); Geography of the British Colonies, Dawson and Sutherland (The Copp, Clark Co.); Teacher's reference: Adam's Commercial Geography (G. N. Morang & Co.).

7. *Arithmetic and Mensuration*: Pure arithmetic, commercial arithmetic (omitting annuities). For additional mensuration consult Hill's Lessons in Geometry (Ginn & Co.) chapters VII to IX inclusive.

Text book: Hamblin Smith's Arithmetic—Twentieth Century edition (W. J. Gage & Co.).

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factor, highest common factor, least common multiple, fractions, easy quadratics.

Text book: C. Smith's Elementary Algebra, chapters I to XIV inclusive (The Copp, Clark Co.).

9. *Geometry*: Euclid's Elements, Book I, with easy deductions.

Text book: Todhunter and Loney (The Copp, Clark Co.).

10. *Book-keeping*: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry.

Text book: Black's Public School Book-keeping (The Copp, Clark Co.).

11. *Botany and Agriculture*: *Botany*—(a) As in prescribed texts, omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books: Bergen's Foundations of Botany without Key and Flora (Ginn & Co.); Agriculture by James and McIntyre (Morang & Co.). Teacher's references: Spotton's High School Botany, Mani-

toba edition (W. J. Gage & Co.); Coulter's Plant Relations (Morang & Co.); Bailey's Principles of Agriculture (Morang & Co.).

12. *Physical Science*: As in Merchant and Fessenden's High School Physical Science, Part I (The Copp, Clark Co.).

13. *Drawing*: Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III (W. J. Gage & Co.). Teacher's reference: The Manual.

14. *Latin*: Grammar, reading, composition; pages 1-191 of Henderson and Fletcher's First Latin Book (The Copp, Clark Co.).

15. *French*: Grammar, reading, composition and conversation; pages 1-102 of Fraser and Squair's French Grammar and Reader (The Copp, Clark Co.).

16. *German*: Grammar, reading, composition and conversation; pages 1-142—together with a knowledge of the strong verbs—of the High School German Grammar and Reader (The Copp, Clark Co.).

17. *Pedagogy*: The examinations in pedagogy for persons who desire to have their Third Class Certificates renewed shall be based upon Lloyd Morgan's Psychology for Teachers (Scribner's) and Landon's Teaching and Class Management.

The *obligatory* subjects of the standard are reading, English composition, English literature, English grammar and rhetoric, geography, British and Canadian history, arithmetic and mensuration, geometry, botany and drawing.

The *optional* subjects of the standard are algebra, book-keeping, agriculture, physical science, Latin, French and German.

Candidates for Examination shall be required to write on the following subjects: English literature, English composition, British and Canadian history, geography, arithmetic and mensuration, algebra, book-keeping, botany and agriculture, physical science, drawing.

(NOTE.—Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation.)

Standard VII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study. Practice in oral reading.

Prescribed books: Coleridge's The Ancient Mariner (R.L.S. No. 80); Macaulay's Essay on Lord Clive (Macmillan's Pocket Classics); Addison's Sir Roger de Coverley (Macmillan's Pocket Classics); Arnold's Sohrab and Rustum (Eclectic English Classics), Morang & Co.

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of fine passages.

Notice to Teachers, Students and Booksellers. (Province of Alberta.)

Prescribed Literature—Standard VII: Owing to restrictions imposed by the copyright law it has been found necessary to make certain changes in the literature selections prescribed for the Standard VII examination in 1907. The following is the course prescribed:

Tennyson's *The Lotus Eaters*, "You ask me why," "Of old sat Freedom," "Love thou thy land," Ulysses, St. Agnes' Eve, Sir Galahad. "Tears, idle tears," and the six interlude songs from *The Princess*, *The Brook*, *Ode on the Death of the Duke of Wellington*, *The Charge of the Light Brigade*, "Break, Break, Break," (Select poems 1907, The Copp, Clark Co.); Ruskin's *Sesame and Lilies* (Gage & Co.); Shakespeare's *Julius Cæsar* (Rolfe).

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text book: Sykes' *Elementary English Composition* (The Copp, Clark Co.); the *High School Grammar*, revised edition (Canada Publishing Co.). Teacher's reference: Genung's *Practical Rhetoric* (Ginn & Co.).

5. *History*: As in Meyer's *General History* (Ginn & Co.).

6. *Geography*: Physical geography.

Text book: *Elementary Physical Geography*, by R. S. Tarr (Morang & Co.).

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers, and roots, indices, surds.

Text book: C. Smith's *Elementary Algebra*, chapters I to XX inclusive (The Copp, Clark Co.).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book: Todhunter and Loney's *Euclid* (The Copp, Clark Co.).

9. *Animal Life*: As in Jordan and Kellogg's *Animal Life* (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

10. *Chemistry*: As in Waddell's *School Chemistry*, especially chapters I to XIV inclusive (Morang & Co.).

11. *Drawing*: Representation, construction, decoration as in Prang's *New Graded Course in Drawing for Canadian Schools*; Books IV and V (W. J. Gage & Co.). Teacher's reference: *The Manual*.

12. *Latin*: Translation into English of passages from prescribed texts; translation at sight (with the aid of vocabularies) of passages from some easy prose author, to which special importance will be attached. Candidates will be expected to have supplemented the reading of the prescribed texts by additional practice in the translation of Latin; grammatical questions on the passages from prescribed texts shall be set, and such other questions as arise naturally from the context; translation into Latin of sentences and of easy narrative passages based upon the prescribed prose texts. Two papers—(1) Authors, (2) Latin grammar, prose composition and sight work.

Text books: Vergil, *Æneid*, Book II (1-505); Cæsar, *Bellum Gallicum*, Book IV (omitting chapter 17), and Book V, chapters 1-23; Henderson and Fletcher's *First Latin Book* (The Copp, Clark Co.).

13. *French*: Translation into English passages from prescribed texts; translation of unspecified passages from easy French authors; translation of easy passages from English into French; translation into French of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in French of sentences of similar character; High School French Grammar, Part I, together with the more common irregular verbs. Two papers—(1) Authors, (2) French grammar and composition.

Text books: Authors: LAMMENAIS, *Paroles d'un Croyant*, Chapters VII to XVII; PERRAULT, *Le Maître Chat ou Le Chat Botté*; DUMAS, *Un nez Gelé*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chevre de M. Seguin*; LEGOUVE, *La Patte de Dindon*; POUVILLION, *Hortibus*; LOTI, *Chagrin d'un Vieux Forcat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (*Est-ce à votre Cocher . . . sous la mienne*); VICTOR HUGO, *Waterloo*, Chapter IX; ROUGET DE L'ISLE, *La Marseillaise*; ARNAULT, *Le Feuille*; CHATEAUBRIAND, *L'Exile*; THEOPHILE GAUTIER, *La Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automne*; DE MUSSET, *Tristasse*; SULLY PRUDHOMME, *Le Vase Brisé*; LA FONTAINE, *Le Chêne et le Roseau*. ERCKMANN-CHATRIAN, *Contes fantastiques*, pp. 3-69, 121-138, ed. by E. S. Joynes (Holt & Co.).

14. *German*: Translation into English of passages from prescribed texts; translation of unspecified passages from easy German authors; translation of easy passages from English into German;

translation into German of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in German of sentences of similar character; High School German Grammar. Two papers,—(1) Authors, (2) German grammar and composition.

Text books: Authors, GRIMM, Rotkæppchen; ANDERSON, Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Baer; ERTL, Himmelsschlüssel; FROMMEL, Das eiserne Kreuz; BAUMBACH, Nicotiana, Der Goldbaum; HEINE, Lorelei, Du bist wie eine Blume; UHLAND, Schæffer's Sonntagslied, Das Schloss am Meer; CHAMISSE, Das Schloss Boncourt; CLAUDIUS, Die Sterne, Der Riese Goliath; GOETHE, Mignon, Erbkönig, Der Sænger; SCHILLER, Der Juengling am Bache.

LEANDER, Træumereien, pp. 45-90 (selected by Van Daell).

The *obligatory* subjects of the standard are reading, English composition, English literature, general history, physical geography, animal life, geometry, and drawing.

The *optional* subjects of the standard are English grammar and rhetoric, algebra, chemistry, Latin, French and German.

Candidates for Examination shall be required to write on English composition, English literature, general history, physical geography, geometry, animal life, and any three of the following: algebra, English grammar and rhetoric, chemistry, Latin, French or German.

(NOTE.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university.)

Standard VIII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for general reading.

Prescribed books: Thackeray's *Vanity Fair* (Church), Morang & Co.; Hawthorne's *The House of the Seven Gables* (R.L.S. No. 91); Browning's *The Lost Leader* (R.L.S. No. 115); Wordsworth's *Excursion*, Book I (Maynard's English Classic Series No. 25).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of fine passages.

Prescribed Literature: Tennyson's *The Princess* (Bates), The American Book Co. (Morang & Co.); Shakespeare's *Hamlet* (Rolfe); Milton's *Paradise Lost*, Book I, Macmillan's *Pocket Classics* (Morang & Co.); Southey's *Life of Nelson* (Eclectic English Classics)—The American Book Co. (Morang & Co.).

4. *English Language and Rhetoric:*

Text books: Lounsbury's English Language, Part I, revised edition; Gummere's Handbook of Poetics (Ginn & Co.); Genung's Practical Elements of Rhetoric (Ginn & Co.).

5. *History:* Constitutional and Industrial.

Text books: Bagehot, The English Constitution (Kegan, Paul, Trench & Co.); Bourinot, How Canada is Governed, revised edition, 1902 (The Copp, Clark Co.); Cunningham's Outlines of English Industrial History (The MacMillan Co.).

6. *Algebra:* C. Smith's Elementary Algebra (The Copp, Clark Co.)

7. *Geometry:* Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text Book: Todhunter and Loney (The Copp, Clark Co.).

8. *Trigonometry:* As in D. A. Murray's Plane Trigonometry, and tables (Longman's & Co.).

9. *Physical Science:* The Elements of Physics.

Text Book: Gage's Introduction to Physical Science (revised edition, 1902, Ginn & Co.).

10. *Latin:* Translation, grammar and prose composition.

Text books: Bennett's Grammar with special reference to parts I to IV; North and Hillard's Latin Prose Composition Exercises marked A Authors: Horace Odes III; Cicero, In Catilinam (I, III, IV) and Pro Archia.

11. *French:* Translation, grammar, composition, dictation and sight translation.

Text books: High School French Grammar (new edition) pages 129-233 inclusive, with the associated exercises. Authors: Labiche and Martin, La Poudre aux Yeux (Heath & Co.); Edmond About, Le Roi des Montagnes (Siepmann's French series—MacMillan & Co.).

12. *German:* Translation, grammar, composition, dictation and sight translation.

Text books: High School German Grammar, Authors: Moser, Der Bibliothekar (American Book Co.); Hillern, Hoher, als die Kirche (Holt & Co.).

The *obligatory* subjects of the standard are reading, English composition, English literature, English language and rhetoric, history and trigonometry.

The *optional* subjects of the standard are algebra, geometry, physical science, Latin, French and German.

Candidates for examination shall be required to write on English composition, English literature, English language and rhetoric, history, trigonometry, and any three of the following: physical science, algebra, geometry, Latin, French or German.

(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university).

COURSE OF STUDIES FOR NORMAL SCHOOLS.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

Third Class Certificates.

1. *Pedagogy*: An outline study of the general principles underlying the art of teaching; application of these principles to teaching and government.

2. *School Management*: School organization, discipline, school tactics, classification of pupils, promotions, types of schools, etc. Text: White's School Management.

3. *School Law and Regulations*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Text: School Ordinances; Regulations of the Department.

4. *School Hygiene*: Topics relating to school work.

5. *Methods*: Lectures on methods of teaching each subject on the programme of studies prescribed for public schools. Text: Tilley's Methods in Teaching.

6. *Practice in Teaching*: Planning of lessons and practice teaching under supervision.

7. *Drawing*: Prang's New Graded Course for Canadian Schools.

8. *Music*: The Normal Music Course, First Reader.

Second Class.

Psychology: Its relation to pedagogy; conditions, processes, and laws of mental development; its value to the teacher in the art of education. Text: Gordy's New Psychology.

School Management: Function of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's School Management.

School Law: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

Methodology: Lectures on the presentation of each subject on the Course of Studies. Text: Tilley's Methods in Teaching.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

Music and Drawing: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools. Normal School Course, First Reader.

Manual Training: Practical instruction in modelling and constructive work, including blackboard drawing.

First Class.

Philosophy of Education: Nature, forms and limits of education in its special elements—physical, intellectual and volitional training; particular systems. Text: Rosenkranz's Philosophy of Education.

History of Education: Leading systems of education; eminent educators. Text: Painter's History of Education.

Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory, etc.; discussion of fundamental pedagogic principles and their psychologic bases. Text: Halleck's Psychology and Psychic Culture.

School Management: Function of the school; school organization; discipline; incentives; courses of study; examinations, etc. Text: Landon's Teaching and Class Management.

School Law: A general knowledge of the School Ordinances and Regulations of the Department of Education.

Methodology: Lectures on the method of presentation of each subject on the course of studies.

Practice in teaching: Planning of lessons; teaching under supervision.

School Hygiene and Sanitation: Lectures.

Theoretical and Practical Instruction in Music and Drawing. Texts: Prang's New Graded Course in Drawing for Canadian Schools. Normal Music Course, First Reader.

Manual Training: Practical instruction.

(NOTE.—Teachers-in-training for First and Second Class certificates will be required during the third week of the session to pass an examination on the following: First Class, Spencer's "Education"; Second Class, Quick's "Educational Reformers.")

Reference Books for Normal Schools.

Science and Philosophy of Education: Boone's Science of Education; Horne's Philosophy of Education.

Psychology and Pedagogy: Dexter and Garlick's Psychology in the Schoolroom; Sully's Teacher's Handbook of Psychology; White's Elements of Pedagogy.

School Management: Fitch's Lectures on Teaching; Miller's School Management.

History of Education: Davidson's History of Education; Kemp's History of Education.

Methods: Smith's Systematic Methodology; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method."

Drawing: Augsburg's "Drawing Books I, II and III"; Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

Music: Normal Music Course. (Silver, Burdett & Co.) King Edward Music Reader; Eleanor Smithe's Music Series.

Physical Culture: Bancroft's School Gymnastics.

Hygiene: Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene. Nos. 2, 3, 4, 5.

Writing: Jackson's Theory and Practice of Handwriting.

Manual Training: Plastic Methods for Plastic Minds, Harbutt; Construction Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to make Baskets, White; Hand Loom Weaving, Todd.

APPENDIX F.

AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED AUGUST, 1903.

Readers: The Ontario Readers, Part I, Part II, Second, Third and Fourth (The Canada Publishing Co.); The New Canadian Reader, Book V (W. J. Gage & Co.); The Dominion Readers, First (Part I, Part II), and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II) and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

Supplementary Readers: Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Wayside No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (Nos. 47, 48, R.L.S.). Standard III, Seaside and Way Side No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.), Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

Copy Books: Gage's Practical System of Vertical Writing.

Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Grammar: Goggin's New Elementary Grammar.

Geography: The New Canadian Geography, North-West Territories edition.

History: Clement's History of Canada; Buckley and Robertson's High School History of England.

Agriculture: Agriculture by C. C. James and McIntyre.

Geometry: Hill's Lessons in Geometry.

Algebra: C. Smith's Elementary Algebra.

Book-keeping: Black's Public School Book-keeping.

Drawing: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Music: The Normal Music Course, First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

APPENDIX G.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each Scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(a) A certificate of age;

(b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustees.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

RESPNSIONS EXAMINATION, 1908.

In the examination to be held in January, 1908, candidates will be examined in the following subjects:

1. Arithmetic—the whole.

2. *Either*, The elements of Algebra,

Addition, Subtraction, Multiplication, Division, Greatest Common Measure, Least Common Multiple, Fractions, Extraction of Square Root, Simple Equations containing one or two unknown quantities, and problems producing such equations;

Or, The elements of Geometry.

Elementary questions, including propositions enunciated by Euclid, and easy deductions therefrom, will be set on the subject-matter contained in the following portions of Euclid's Elements, viz:

Book I. The whole, excluding propositions 7, 16, 17, 21.

Book II. The whole, excluding proposition 8.

Book III. The whole, excluding propositions 2, 4-10, 13, 23, 24, 26-29.

Any method of proof will be accepted which shows clearness and accuracy in geometrical reasoning. So far as possible, Candidates should aim at making the proof of any proposition complete in itself. In the case of propositions 1-7, 9, 10, of Book II, algebraical proofs will be allowed.

3. Greek Grammar.

4. Latin Grammar.

5. Translation from English into Latin.

6. *Either*, Unprepared translation from Greek and Latin;

Or, Unprepared translation from one of these languages, and a book in the other;

Or, One Greek and one Latin Book.

Any of the following portions of the undermentioned authors will be accepted as a "book":

Demosthenes: De Corona.

Euripides (any two of the following Plays): Hecuba, Medea, Alcestris, Bacchæ.

Homer: (1) Iliad, 1-4 or 2-5; *or* (2) Odyssey, 1-5 or 2-6.

Plato: Apology and Crito.

Sophocles: Antigone and Ajax.

Xenophon: Anabasis, 1-3 or 2-4.

Cæsar: De Bello Gallico, 1-4.

Cicero: (1) Phillippics, 1, 2; *or* (2) In Catilinam 1-4, and In Verrem Actio I; *or* (3) pro Murena and pro Lege Manilia; *or* (4) de Senectute and de Amicitia.

Horace: (1) Odes 1-4; *or* (2) Satires; *or* (3) Epistles.

Livy: Books 21 and 22.

Virgil: (1) the Bucolics, with books 1-2 of the Æneid; *or* (2) the Georgics; *or* (3) the Æneid, Books 1-4 or 3-6.

Until otherwise determined by the Board of Trustees, Alberta and Saskatchewan shall together rank as one province under the

foregoing memorandum, but it is earnestly hoped that the Board may, in the near future, see fit to provide for a scholarship for each province.

Further particulars may be obtained by writing the Secretary of the Committee of Selection, D. P. McColl, Esq., B.A., Regina, Sask.

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at one college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideas, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the cases of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election, or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

APPENDIX H.

THE UNIVERSITY ACT.

CHAPTER 42.

An Act to Establish and Incorporate a University for
the Province of Alberta.

(Assented to May 9, 1906.)

HIS MAJESTY, by and with the advice and consent of
the Legislative Assembly of the Province of Alberta,
enacts as follows:

SHORT TITLE.

1. This Act may be cited as "The University Act." Short title

CORPORATION.

2. A university to be called the University of Alberta The corporation
consisting of a chancellor, vice-chancellor, senate and con-
vocation is hereby established in the Province as a body
politic and corporate.

3. The said corporation may acquire by purchase or Power to hold property
in any other manner and hold for the purposes of the
said university any and all property, real and personal, of
every nature and kind whatsoever, and subject to the
terms of any gift, devise or bequest of any property to the
university, shall have power to mortgage, sell and transfer
or otherwise dispose of all its property real or personal.

VISITOR.

4. The Lieutenant Governor of the Province shall be Visitor
the visitor of the university with authority to do all those
acts which pertain to visitors as to such Lieutenant Gover-
nor shall seem meet.

CHANCELLOR.

5. The chancellor of the said university shall be Election and term of office of chancellor
elected by the members of convocation in the manner

hereinafter mentioned and shall hold office for three years and until his successor is elected.

(2) The chancellor first elected shall hold office until two years from the first Wednesday of October next following his election and until his successor is elected.

(3) The ordinary triennial election of chancellor shall take place on the first Wednesday in October in any year in which an election is required.

Vacancy to the
chancellor, how
filled

(4) In case of vacancy in the office of chancellor by death, resignation or any other cause before the expiration of his term of office then at a special election to be holden for that purpose, of which election notice shall be given in such manner as may be provided by statute of the senate, the members of convocation entitled to vote shall elect a chancellor for the remainder of the term in which such death, resignation or other avoidance may have happened.

VICE-CHANCELLOR.

Vice chancellor

6. The vice-chancellor of the university shall be elected by the members of the senate from among themselves and shall hold office for three years and until his successor is appointed.

(2) The ordinary triennial election of vice-chancellor shall take place at the first meeting of the senate in any academic year in which such election may be required and the registrar shall at least one month before the meeting notify all the members of the senate that the election is to be held.

Vacancies to be
filled up by the
senate

(3) In case of vacancy in the office of vice-chancellor by death, resignation or any other cause before the expiration of his term of office the members of the senate shall at a meeting to be held by them for that purpose, as soon as conveniently may be, of which notice shall be given in such manner as may be provided by statute of the senate, elect one other of the said members of the senate to be vice-chancellor for the remainder of the term.

SENATE.

The senate

7. The senate of the university shall be composed as follows:

Ex-officio
members

1. The Minister of Education, the chancellor, the president or acting president;

Appointed
members

2. Ten members to be appointed by the Lieutenant Governor in Council;

Elected
members

3. Five members to be elected by convocation from its members.

CONVOCAATION.

8. The first convocation of the university shall consist of all graduates of any university in His Majesty's Dominions having the degree of Bachelor or Master of Arts, Bachelor Licentiate or Doctor of Law or of Civil Law, Bachelor or Doctor of Medicine, Bachelor or Master of Science, or Bachelor of the science of Agriculture and graduates of the Royal Military College of Canada who are actually residing in the Province three months prior to the first election of members of the Senate of the university and who at least one month prior to the said election register themselves as members of such convocation in the office of the Provincial Secretary.

9. After the first convocation, convocation shall be composed of the members of the first convocation as constituted under the next preceding section and all persons who shall become graduates of the university.

ELECTION OF CHANCELLOR AND MEMBERS OF SENATE.

10. A register shall be kept by the Provincial Secretary in which he shall enter the names of graduates who are entitled to be members of the first convocation upon their producing to him satisfactory proof of their qualification under section 8 and upon payment of the fee of \$2 and the entry upon the register of the name of any person shall be conclusive evidence that such person is a member of the convocation and is entitled to vote as such.

(2) The fees paid to the Provincial Secretary under this section shall be transmitted by him to the treasurer of convocation upon his appointment.

11. The date of the first election shall be fixed by the Lieutenant Governor in Council of which not less than three months' notice shall be given in the Alberta Gazette and at least three weeks prior to such date the Provincial Secretary shall send a list of all the members of the first convocation to each member thereof.

12. For the first election of chancellor and members of the senate no nomination shall be necessary and for any subsequent election any three members of convocation may nominate a candidate for the office of chancellor or for the office of member of the senate and the nomination paper or papers shall be sent to the registrar at least one month before the date fixed for the election.

13. In the event of only one candidate being nominated for chancellor or only so many candidates being nominated for the senate as are required to be elected

such candidate or candidates shall be deemed to have been elected and in such cases no voting papers shall be required to be sent out.

Manner of
election

14. The votes at any election by convocation shall be given for the chancellor and for the members of the senate respectively by voting papers in the form in the schedule to this Act or to the like effect being delivered to the Provincial Secretary at the first election and to the registrar of the university at any subsequent election at such time and place as may be prescribed by the Lieutenant Governor in Council or by statute of the senate respectively.

Voting papers
to be counted

15. Any voting papers received by post on or prior to the date of such election shall be deemed to be delivered for the purpose of such election.

Voting papers
to be sent by
registrar

16. For any election after the first election it shall be the duty of the registrar to send to each member of convocation where his residence is known to the registrar a list of the candidates duly nominated arranged in alphabetical order accompanied by one copy of the form of voting paper in the schedule to this Act applicable to the election or elections then next to be held and such list and form shall be sent in such manner and at such time before the date of such election as may be directed by statute of the senate.

Opening
voting papers

17. Said voting papers shall upon the day following the date of election at an hour to be stated by the statute be opened by the registrar of the university in the presence of such members of convocation as may desire to be present and the registrar shall examine and count the votes and keep a record thereof in a proper book to be provided by the senate.

Election of
chancellor

18. The person who has the highest number of votes at an election for chancellor shall be chancellor of the university for the term of office then next ensuing or for the unexpired portion of the then current term as the case may be.

Election of
members of
senate

19. The members of convocation who have the largest number of votes for members of the senate shall be declared elected members thereof, their number and term of office being limited as herein provided.

Who may be
elected

20. Any member of convocation may be elected chancellor or member of the senate.

Equality
votes

21. In case of an equality of votes between two or more persons, leaving the election of the chancellor or

of one or more members of the senate undecided, the election shall be determined by the registrar by lot.

22. In the event of any elector placing more than one name on his voting paper for chancellor or more than the required number on his voting paper for members of the senate the first name only shall be taken for chancellor and the first names only not exceeding the required number shall be taken for the members of the senate. Informal voting papers

23. Whenever an appointment is made by the Lieutenant Governor in Council to fill vacancies, whether on retirement by rotation or from other cause arising, the Provincial Secretary shall forthwith communicate the name of the person so appointed to the registrar of the university. Notification of appointed members

24. The elected and appointed members of the senate shall hold office for three years and shall be eligible for re-election or re-appointment provided that the first elected or appointed members of the senate shall hold office until two years from the first Wednesday of October next following their election or appointment. Term of

25. Whenever a vacancy occurs in the senate through the retirement of any member for any cause whatever it shall be competent for those by whom such retiring member was elected or appointed to elect or appoint, as the case may be, a successor who shall hold office for the remainder of the term of such retiring member. Vacancy

MEETINGS AND POWERS OF SENATE.

26. The first meeting of the senate shall be held within one month after the first election by convocation under this Act and such meeting shall be at the call of the chancellor of the university. First meeting

27. The senate shall have power to regulate its meetings and proceedings and shall have the entire management of and superintendence over all the affairs, concerns and property of the university and in all cases unprovided for by this Act it shall be lawful for the senate to act in such manner as shall appear to it best calculated to promote the purposes intended to be promoted by the university and it shall have full powers to prescribe examinations and confer degrees and, save as herein otherwise provided, to appoint at such salaries as it shall think fit and at pleasure to dismiss all professors, tutors, lecturers, teachers and other necessary officers, assistants and servants of the university. Powers of senate

(2) No religious test shall be required of any professor, teacher, lecturer or student or servant of the university nor shall religious observances according to the forms of any particular religious denomination or otherwise be imposed on them or any of them.

Statutes **28.** The senate may from time to time make or alter any statute or statutes touching any matter whatsoever regarding the university not inconsistent with the provisions of this Act or any law in force in the Province.

Form of statutes **29.** All statutes of the senate shall have the common seal of the university affixed thereto and they shall be binding in accordance with the true intent and meaning thereof.

Delegation of powers **30.** By any such statute power may be given to any committee, officers or persons to make such regulations for better carrying out the provisions or object of any statute of the senate in the manner and to the extent therein prescribed.

Affiliation of colleges **31.** The senate may from time to time affiliate any incorporated college or colleges with the university on being satisfied that such college is in operation and possessed of the requisite buildings and a sufficient staff of professors and other teaching officers to affiliate.

Removal from affiliation **32.** Any college affiliated with the university under this Act may be removed from such affiliation by statute of the senate of the university.

MEETINGS AND PROCEEDINGS OF CONVOCATION.

Meetings of convocation **33.** The regular annual meeting of convocation shall be held on the third Tuesday in May and convocation may hold other meetings at such time and place as it may decide by resolution.

Call of the senate **34.** Convocation shall also meet at the call of the senate.

Extraordinary meetings **35.** The chairman of convocation shall call an extraordinary meeting of convocation on requisition of ten members; but such requisition shall state the object or objects of the meeting to be called and no matter shall be discussed at such extraordinary meeting except the matter or matters for which it was convened.

Notice of special meeting **36.** At least twenty days' notice of every special meeting of convocation shall be given in writing to each member whose address is known and the object or objects of such meeting shall be clearly stated in such notice.

37. The officers of convocation shall be a chairman, ^{Officers of convocation} a secretary and an executive committee consisting of five members all of whom shall be elected annually in such manner as convocation shall determine.

38. Convocation shall have power to make such rules, ^{Rules and regulations} by-laws and regulations as it may consider requisite for conducting its business and proceedings.

39. Convocation shall have the power of fixing a fee ^{Fee} to be paid by its members to defray the necessary expenses of convocation.

REGISTRAR.

40. The registrar of the university shall be appointed ^{The registrar} by the senate and it shall be his duty to keep all necessary records and accounts and to perform such other duties as may be required of him by the senate.

FACULTIES.

41. There shall be in the university such faculties as ^{Faculties} the senate may by statute determine.

ENDOWMENTS.

42. Any person or corporation may with the approval ^{Endowments} of the senate found one or more professorships, lecture-ships, fellowships, scholarships, exhibitions, prizes or other rewards in the university by providing a sufficient endowment in land or other property and conveying the same to the corporation of the university for such purposes and every such endowment of lands or other property shall be vested in the corporation of the university for the purpose or purposes for which it was given.

43. The university shall be strictly non-sectarian in ^{University to be nonsectarian} principle and no religious dogma or creed shall be taught and no religious test required of any student or other person.

44. The senate shall make all provision for the educa- ^{Education of women} tion of women in the university in such manner as it shall deem most fitting, provided however that no woman shall by reason of her sex be deprived of any advantage or privilege accorded to male students of the university.

45. The Lieutenant Governor in Council may by order in council appoint the first or an acting president of the university and may fix his remuneration and his term of office; and may by any subsequent order or orders alter or vary such remuneration or abridge or extend such term of office.

SCHEDULE.

FORM OF VOTING PAPER.

I, _____ resident at _____
in the _____ do hereby
declare:

1. That I am a member of convocation of the University of Alberta.

2. That the signature affixed hereto is my proper hand writing.

3. That I have not at this election signed any other voting paper as a member of convocation.

4. That I vote for the following person to be chancellor of the said university:

of

5. That I vote for the following persons to be members of the senate of the said university:

of

of

etc.

Witness my hand this _____ day of _____ 19 .

APPENDIX I.

CITY AND TOWN DISTRICTS, 1906.

PUBLIC SCHOOLS.

No.	Name of District	Depts.	Principal	Certif.	Salary	Enrol- ment
7	Edmonton.....	30	Wm. Rea.....	1st	\$1,600.00	1644
19	Calgary.....	34	H. A. Sinnott.....	1st	1,500.00	1911
47	Macleod.....	6	A. E. Torrie.....	1st	1,200.00	222
51	Lethbridge.....	12	W. A. Hamilton.....	1st	1,200.00	541
76	Medicine Hat.....	13	James E. Loucks.....	1st	1,050.00	621
91	Fort Saskatchewan.....	3	W. M. Corbett.....	1st	900.00	177
104	Red Deer.....	6	W. J. McLean.....	1st	800.00	403
144	High River.....	4	H. C. Newland.....	1st	800.00	285
178	Sheep Creek.....	3	Wm. Skinner.....	1st	850.00	157
210	Innisfail.....	3	Fred S. Carr.....	1st	720.00	204
216	Strathcona.....	14	R. S. Jenkins.....	1st	1,400.00	783
235	Olds.....	4	John W. Russell.....	1st	900.00	236
243	Nelson.....	6	N. E. Carruthers.....	1st	1,000.00	306
264	Wetaskiwin.....	8	P. C. Dobson.....	1st	1,000.00	470
297	Leduc.....	2	D. C. McEachern.....	2nd	800.00	135
423	Ponoka.....	4	Katherine Klippert.....	1st	660.00	150
445	Aetna.....	2	O. A. Steele.....	1st	720.00	70
457	Cardston.....	6	S. Williams.....	1st	1,000.00	408
642	Carstairs.....	1	M. Ada Lehman.....	2nd	650.00	112
700	Raymond.....	8	B. F. Keillor.....	2nd	1,000.00	527
839	Athabasca Landing.....	1	Kate Easton.....	2nd	660.00	69
463	Bawlf.....	1	D. A. McColl.....	2nd	720.00	44

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary).....	6	Sr. Mary Greene.....	1st	700.00	347
7	St. Joachim (Edmonton)...	6	Patrick Monaghan.....	2nd	700.00	250
8	Holy Cross (Macleod)....	1	Teresa Thomas.....	2nd	540.00	43
9	Lethbridge.....	4	Sr. M. J. Renaud.....	1st	700.00	232
12	St. Anthony (Strathcona)...	1	M. M. O'Brien.....	2nd	720.00	49
15	Sacred Heart (Wetaskiwin)	1	Ada Lannan.....	1st	660.00	59

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert.....	2	Sr. Marie des Agnes....	1st	800.00	162
35	Thibault (Morinville)....	1	Mary O'Brien.....	2nd	800.00	38

ATTENDANCE IN TOWN AND CITY DISTRICTS.—PUBLIC SCHOOLS.

No.	Name	ENROLLED		Ave. Attendance		Percentage of Attendance	
		1905	1906	1905	1906	1905	1906
7	Edmonton.....	1,248	1,644	734.30	856.88	58.88	51.51
19	Calgary.....	1,571	1,911	862.85	1,148.77	54.92	60.00
47	Macleod.....	229	222	131.27	124.61	57.32	56.13
51	Lethbridge.....	488	541	223.43	288.61	59.01	53.34
76	Medicine Hat.....	575	621	374.04	366.12	62.49	58.97
91	Fort Saskatchewan.....	184	177	94.37	93.99	51.34	53.10
104	Red Deer.....	387	403	180.23	192.63	46.56	47.79
144	High River.....	261	285	99.75	108.99	38.22	38.24
178	Sheep Creek.....	160	157	73.34	77.92	45.84	49.63
210	Innisfail.....	193	204	88.44	100.14	46.09	49.67
216	Stratheona.....	623	783	350.42	422.26	55.37	53.92
235	Olds.....	187	236	103.19	131.15	55.18	51.33
243	Nelson (Lacombe).....	318	306	182.85	184.32	47.29	60.23
264	Wetaskiwin.....	424	470	225.22	229.21	53.11	48.76
297	Leduc.....	123	135	50.40	70.68	41.38	52.35
423	Ponoka.....	195	150	104.57	96.35	52.70	64.23
445	Aetna.....	83	70	37.97	37.22	45.74	53.17
457	Cardston.....	395	408	227.88	212.28	70.00	52.02
642	Carstairs.....	117	112	42.32	46.61	35.77	41.61
700	Raymond.....	566	527	234.56	219.04	41.44	41.56
839	Athabasca Landing.....	54	69	15.40	23.94	28.53	34.69
1463	Bawlf.....	.....	44	.....	20.30	.....	46.13

ROMAN CATHOLIC SEPARATE SCHOOLS.

1	Lacombe (Calgary).....	347	350	210.31	206.23	60.60	58.92
7	St. Joachim (Edmonton)....	250	250	144.17	151.96	57.67	65.21
8	Holy Cross (Macleod).....	43	43	23.65	19.05	55.02	68.03
9	Lethbridge.....	232	235	119.82	141.12	51.60	60.05
12	St. Anthony (Stratheona)....	49	52	22.39	18.89	46.44	37.04
15	Sacred Heart (Wetaskiwin) .	59	64	36.77	39.63	62.33	60.97

ROMAN CATHOLIC PUBLIC SCHOOLS.

3	St. Albert.....	162	162	123.12	120.12	75.03	76.02
35	Thibault (Morinville).....	.....	38	.....	24.86	.....	65.42

APPENDIX J.

1.—SCHOOL DISTRICTS ERECTED BETWEEN SEPTEMBER 1ST AND
DECEMBER 31ST, 1905.

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg	M.	
Rodney.....	1410	Oct. 11	29	27	4	James Laut, Crossfield.
Pleasant Range.....	1411	Oct. 11	25	28	4	W. A. Williams, Calgary.
Cottonwood Grove....	1412	Oct. 11	18	24	4	Isaac Terborgh, Brant.
Bignell.....	1413	Oct. 11	39	19	4	Chas. L. Holt, Stettler.
Drake.....	1414	Oct. 11	40	24	4	P. W. Walter, Tees.
Talbot.....	1415	Oct. 11	48	16	4	A. Dovin, Vermilion Valley.
Shaw.....	1416	Oct. 11	49	17	4	Jas. H. Shaw, Vermilion Valley
Science Mound.....	1417	Oct. 11	41	18	4	Robert Whaley, Red Willow.
Greenock.....	1418	Oct. 11	42	16	4	Jas. Sadlo, Spring Lake.
Dinton.....	1419	Oct. 11	20	26	4	W. S. Cameron, Dinton.
White Lake.....	1420	Oct. 11	11	24	4	A. Russell, Rocky Coulee.
Kia Ora.....	1421	Oct. 11	29	25	4	W. P. Greagg, Tapscot.
Pretty Hill.....	1422	Oct. 11	49	20	4	C. A. Wold, Camrose.
Mossleigh.....	1423	Nov. 13	20	25	4	Elizabeth Moss, Mossleigh.
Evergreen.....	1424	Nov. 13	9	2	4	P. Draudson, Josephburg.
Red Willow.....	1425	Nov. 13	40	18	4	J. G. Hilberg, Red Willow.
Fosk.....	1426	Nov. 13	17	2	5	S. M. Mace, Pekisko.
Star Ridge.....	1427	Nov. 13	40	18	4	Theo. Ince, Red Willow.
Five Mile.....	1428	Nov. 13	12	26	4	J. Robertson, Claresholm.
Clover Lodge.....	1429	Nov. 13	49	12	4	Edw. Reishus, Gilpin.
Union Hall.....	1430	Nov. 13	38	22	4	Chas. Claey's, Erskine.
Washington.....	1431	Nov. 13	14	24	4	J. W. Rosenberger, Carmengay.
Bowtell.....	1432	Nov. 25	50	6	4	Ed. Covey, Vermilion.
Lopstick.....	1433	Nov. 25	58	18	4	Andrew Howse, Pakan.
Saima.....	1434	Nov. 25	39	2	5	E. R. Mitzner, Earlville.
Moscow.....	1435	Nov. 25	52	16	4	R. H. Bradley, Bathgate.
Brookside.....	1436	Nov. 25	53	15	4	Chas. Collett, Warwick.
Open Valley.....	1437	Nov. 25	39	23	4	J. C. Mason, Alix.
Shandro.....	1438	Dec. 11	57	15	4	A. S. Shandro, Shandro.
Lundy.....	1439	Dec. 11	12	23	4	E. Hunt, Elinor.
Seven Persons.....	1440	Dec. 11	10	7	4	T. O. Nesting, Seven Persons.
Alix.....	1441	Dec. 11	36	39	4	W. R. Brown, Alix.
Belvedere.....	1442	Dec. 11	58	3	5	A. D. Henderson, Belvedere.
St. Emile.....	1443	Dec. 27	57	25	4	E. Casavant, Legal.
Blueberry.....	1444	Dec. 27	53	1	5	John E. Ingle, Stony Plain.
Gaetz Valley.....	1445	Dec. 27	37	24	4	F. B. Millen, Hillsdown.
Vermilion Centre.....	1446	Dec. 27	50	6	4	H. V. Fieldhouse, Vermilion.
Waterton.....	1447	Dec. 27	7	25	4	D. J. Hill, Standoff.
Eagle Hill.....	1448	Dec. 27	33	3	5	H. Braithwaite, Eagle Hill.
Likeness.....	1449	Dec. 27	47	17	4	F. Ewald, Earling.

2.—SCHOOL DISTRICTS ERECTED DURING THE YEAR 1906.

NAME	No. of	Date of	Gen. location			SECRETARY
			Tp.	Rg.	M.	
Prairie View.....	1450	Jan. 12	13	27	4	R. G. Tree, Stavely.
Spring Hill.....	1451	Jan. 12	47	1	5	M. E. Ayers, Bonnie Glen.
Kings.....	1452	Jan. 12	36	3	5	Henry Larsen, Dickson.
Swea.....	1453	Jan. 12	47	19	4	P. L. Monson, Camrose.
Brushy Ridge.....	1454	Jan. 12	25	4	5	W. C. Wright, Cochrane.
Black Spring Valley..	1455	Jan. 26	13	22	4	Gust. Hadford, Lethbridge.
Chernowci.....	1456	Feb. 8	56	17	4	Jas. Maga, Wostok.
Huwen.....	1457	Feb. 8	55	17	4	M. Korchuk, Wostok.
Melita.....	1458	Feb. 10	39	2	5	R. L. Abel, Evarts.
Eckville.....	1459	Feb. 10	39	3	5	J. H. Killick, Eckville.
Golden Rod.....	1460	Feb. 23	27	1	5	Tom. Pole, Airdrie.
Dungannon.....	1461	Feb. 23	60	25	4	Alfred Parton, Clyde.
Liberal.....	1462	Mar. 12	39	20	4	M. O. Johnson, Stettler.
Bawlf.....	1463	Mar. 12	46	18	4	K. O. Eggen, Molstad.
Finley.....	1464	Mar. 12	10	24	4	Alex. Finley, Leavings.
Ketchamoot.....	1465	Mar. 12	50	19	4	Wm. Swears, Tofield.
Foreman.....	1466	Mar. 16	40	16	4	E. R. Foreman, Foreman.
Kysylew.....	1467	Mar. 17	57	17	4	Robt. Fletcher, Wostok.
Creighton.....	1468	Mar. 28	30	49	4	Wm. Milligan, Mannville.
Sachava.....	1469	Mar. 28	56	16	4	Robt. Fletcher, Wostok.
Szypenitz.....	1470	Mar. 28	55	13	4	A. M. Boutillier, Soda Lake.
Badger Flat.....	1471	Mar. 28	12	25	4	N. S. Averill, Claresholm.
New Hope.....	1472	Mar. 28	30	24	4	W. R. Gore, Rowdonville.
Chipman.....	1473	Mar. 28	54	18	4	W. C. Pollard, Chipman.
Lwiw.....	1474	Mar. 28	55	18	4	Theo. Nemirsky, Wostok.
Stettler.....	1475	Mar. 28	38	19	4	F. T. Colley, Stettler.
Prosvischenia.....	1476	April 10	59	15	4	Robt. Fletcher, Wostok.
Bavilla.....	1477	April 10	58	15	4	Robt. Fletcher, Wostok.
Jaroslow.....	1478	April 10	56	20	4	John Kosur, Skaro.
Svoboda.....	1479	April 10	56	19	4	John Figol, Skaro.
New Vegreville.....	1480	April 12	52	15	4	F. A. Morrison, Vegreville.
Big Hill.....	1481	April 26	18	2	5	James Hogg, High River.
Red Lodge.....	1482	April 26	34	2	5	J. G. Adams, Red Lodge.
Sunset.....	1483	April 26	15 16	1 29	5 4	S. E. Penn, Nanton.
Sunny Ridge.....	1484	April 26	32	25	4	J.R.Hendrickson, Sunny Slope
Stainslawow.....	1485	April 26	54	16	4	R. Fletcher, Wostok.
Molodia.....	1486	April 26	55	16	4	Robt. Stewart, Whitford.
Paraskevia.....	1487	April 26	54	17	4	R. Fletcher, Wostok.
Riopel.....	1488	April 26	56	25	4	R. Morin, Legal.
South Buffalo Lake...	1489	April 26	..	..	..	N. L. Monson, Alix.
Tellier.....	1490	April 26	55	26	4	Alex. Golden, Morinville.
Svit.....	1491	May 10	54	17	4	R. Fletcher, Wostok.
Jackson.....	1492	May 10	30	3	5	G. B. Pearson, Carstairs.
Erskine.....	1493	May 10	39	20	4	G. C. Bergman, Erskine.
Big Fish Lake.....	1494	May 10	58	11	4	A. K. Olson, Brosseau.
Springfield.....	1495	May 10	58	26	4	H. E. Foote, Legal.
Lornedale.....	1496	May 10	49	12	4	J. A. McDougal, Gilpin.
Elite.....	1497	May 10	19	28	4	E. H. Schrouder, High River.
Zhoda.....	1498	May 10	55	16	4	M. Farns, Soda Lake.
Berhometh.....	1499	May 10	55	13	4	Jas.E.Cunningham, Hairy Hill.
Halicz.....	1500	May 25	50	26	4	S. Borys, Leduc.
Behrens.....	1501	May 25	39	21	4	W. H. Hemeyer, Erskine.
Ryckman.....	1502	May 25	13	24	4	T. E. Collins, Claresholm.
White Creek.....	1503	May 25	34	3	5	G. E. A. Watson, Leduc.
Quarrel.....	1504	June 8	46	16	4	J. A. Brown, Quarrel.
Mountain.....	1505	June 8	27	2	5	W. C. Mallock, Airdrie.
Twin Creek.....	1506	June 8	45	26	4	L. P. Larson, Wetaskiwin.
Kolomea.....	1507	June 8	53	16	4	Peter Svarich, Vegreville.
Highland.....	1508	June 8	17	24	4	Fred A. Elves, Hicksburg.
Hairy Hill.....	1509	June 8	54	14	4	C. F. McGowan, Soda Lake.
Rockafellow.....	1510	June 25	19	27	4	Fred Rockafellow, High River.

2.—SCHOOL DISTRICTS ERECTED DURING THE YEAR 1906—Continued.

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M.	
Lake Bend	1511	June 25	..	..	..	C. W. Shipley, Lamerton.
Wood Lake	1512	June 25	37	22	4	C. Campbell, Content.
Chamberlain	1513	June 25	10	13	4	David Burns, Grassy Lake.
Coal Hill	1514	June 25	49	19	4	F. W. Kingsbury, Pretty Hill.
Gamble	1515	June 25	30	23	4	C. M. Steinberg, Carbon.
Sentinel	1516	June 25	10	2	4	Geo. Sept, Irvine.
Fair View	1517	July 11	48	15	4	Austin Droney, Scona.
Avon	1518	July 11	51	13	4	Jno. T. Neill, Ranfurly.
Spring Creek	1519	July 11	54	15	4	Earn Emery, Warwick.
Stewartwyn	1520	July 11	38	20	4	S. K. Holton, Stewartwyn.
Olson	1521	July 11	9	28	4	H. F. England, Olson Creek.
George	1522	Aug. 7	41	22	4	T. E. Wright, Lamerton.
Landerdale	1523	Aug. 7	38	14	4	A. W. Hatherly, Ingleton.
Harrisville	1524	Aug. 7	..	..	..	L. A. Harris, Cardston.
Poplar Grove	1525	Aug. 7	41	18	4	A. E. Switzer, Red Willow.
Round Hill	1526	Aug. 7	48	19	4	F. A. Fergstad, Round Hill.
Goldendale	1527	Aug. 7	12	24	4	R. A. Brooking, Elinor.
Bow Ville	1528	Aug. 7	13	22	4	J. B. Lukens, Lethbridge.
Dunstable	1529	Aug. 7	57	2	5	Robt. Hambling, Sion.
Brookville	1530	Aug. 7	53	21	4	James Murphy, Coppice Hill.
Long Coulee	1531	Aug. 7	16	24	4	Jno. Boren, Nanton.
Hilltown	1532	Aug. 7	51	2	4	T. E. Law, Lloydminster.
Pleasant Plains	1533	Aug. 7	20	27	4	E. C. Bowman, High River.
Riverdale	1534	Aug. 7	60	1	5	B. W. Allen, Pembina.
Gladstone	1535	Aug. 27	47	17	4	B. Iverson, Molstad.
Pryor	1536	Aug. 27	44	15	4	F. B. Bowlby, Spring Lake.
Yorkville	1537	Aug. 27	54	22	4	A. E. Shackleton, Ft. Sask.
Alston	1538	Aug. 27	15	25	4	S. L. Hooper, Lawrence.
Daysland	1539	Aug. 27	45	16	4	J. S. Orr, Daysland.
Bloomington	1540	Aug. 27	52	8	4	A. Golish, Mannville.
Lake View	1541	Aug. 29	35	24	4	W. M. Graham, Lake View.
Ranfurly	1542	Aug. 29	51	12	4	A. Elliott, Ranfurly.
Ruff	1543	Aug. 29	41	15	4	J. J. Stormont, Hastings Coulee
Lebanon	1544	Aug. 29	7	3	4	Jacob Otto, Strathmartin.
Youngstown	1545	Aug. 29	45	13	4	J. L. Fox, Youngstown.
Harvard	1546	Aug. 29	15	23	4	T. F. Bjordahl, Stavely.
New Mannville	1547	Sept. 18	50	9	4	J. B. Burch, Mannville.
New Sarepta	1548	Sept. 24	..	..	..	Emil Klingbeil, New Sarepta.
Spring Coulee	1549	Sept. 25	4	23	4	W. L. Thompson, Spring Coulee
Plainfield	1550	Sept. 25	14	22	4	Miles Parks, Claresholm.
Simcoe	1551	Oct. 11	29	24	4	Alex. Wyndham, Carbon.
Bateman	1552	Oct. 11	46	16	4	G. H. Stokoe, Daysland.
Albion	1553	Oct. 11	11	22	4	M. Lynn, Lethbridge.
Arthur	1554	Oct. 11	17	27	4	J. W. Brainard, Nanton.
Poznan	1555	Oct. 11	48	19	4	A. Holm, Camrose.
Rosedale	1556	Oct. 11	37	23	4	A. J. Creighton, Coalbanks.
Knob Hill	1557	Oct. 11	38	12	4	E. H. Carter, Ingleton.
Keho	1558	Oct. 11	11	23	4	C. J. Hunt, Lethbridge.
Mount Lookout	1559	Oct. 11	59	9	4	J. M. Clemons, Brownfield.
Mayflower	1560	Oct. 11	50	14	4	B. E. Day, Martins.
Wilderman	1561	Oct. 11	18	26	4	W. J. Twiss, High River.
Ohaton	1562	Oct. 11	46	19	4	Agnes R. Elliott, Ohaton.
Proswita	1563	Oct. 11	..	..	..	R. Fletcher, Wostok.
Lymburg	1564	Oct. 11	57	19	4	Eugene Martel, Astleyville.
Leith	1565	Oct. 26	45	15	4	Geo. Robson, Daysland.
River View	1566	Oct. 26	44	2	5	M. B. Kyler, Springdale.
Sedgewick	1567	Oct. 26	44	12	4	Wesley Erb, Sedgewick.
Weiler	1568	Oct. 26	46	23	4	P. A. Whittaker, Wetaskiwin.
Windsor	1569	Oct. 26	19	27	4	E. J. Wheeler, High River.
Floral	1570	Oct. 26	29	28	4	Jas. McCool, Crossfield.
Lundbreck	1571	Oct. 26	7	2	5	H. Marchant, Lundbreck.

2.—SCHOOL DISTRICTS ERECTED DURING THE YEAR 1906—*Continued.*

NAME	No.	Date of erection	Gen. location			SECRETARY
			Tp.	Rg.	M.	
Park.....	1572	Nov. 10	44	12	4	W. P. Gill, Sedgewick.
Duvernay.....	1573	Nov. 10	55	12	4	M. R. Wood, Vegreville.
Huntsville.....	1574	Nov. 10	11	24	4	W. J. Hunt, Lethbridge.
Ohio.....	1575	Nov. 10	34	23	4	H. H. Kennedy, Arthurvale.
Wittenberg.....	1576	Nov. 10	42	4	5	C. D. Aldridge, Rimbey.
Fleet.....	1577	Nov. 10	49	22	4	Karl Heinz, New Sarepta.
Killam.....	1578	Nov. 26	44	13	4	A. R. Forsyth, Killam.
Willow Hollow.....	1579	Nov. 26	43	14	4	Fred Weymouth, Strome.
Hauser.....	1580	Nov. 26	43	14	4	John Hauser, Spring Lake.
Davis.....	1581	Nov. 26	29	27	4	R. Stirling, Crossfield.
Prairie Park.....	1582	Nov. 26	43	13	4	R. J. McGowan, Killam.
Willow.....	1583	Nov. 26	46	15	4	W. Davidson, Quarrel.
Delnorte.....	1584	Nov. 26	51	11	4	E. Jones, Delnorte.
Painter Creek.....	1585	Dec. 11	39	14	4	Fred Bartlett, Foreman.
Benjamin.....	1586	Dec. 27	..	..	..	G. N. Taylor, Rimbey.
Strathmore.....	1587	Dec. 27	24	25	4	Wm. S. Bush, Strathmore.
Harrisview.....	1588	Dec. 27	42	15	4	C. H. Fromm, Spring Lake.
Flint.....	1589	Dec. 27	48	14	4	S. W. Cole, Hurry.
Rutherford.....	1590	Dec. 27	41	23	4	E. R. Fry, Tristram.
Iron Creek.....	1591	Dec. 27	47	14	4	John Barber, Wavy Lake.
Wardville.....	1592	Dec. 27	45	12	4	N. H. Ward, Sedgewick.
Thigh Hills.....	1593	Dec. 27	16	23	4	J. E. Dole, Nanton.



SOUTH WARD SCHOOL, CALGARY



ALEXANDRA SCHOOL, WETASKIWIN

APPENDIX K.

EXAMINATIONS, 1906

STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
G. J. BRYAN, B.A.*Values*

- 20 1. Draw a map of Alberta showing: Railroads, rivers and lakes, towns and cities.
- 5 2. What are the causes of the change of seasons in the North Temperate zone? Where do the vertical rays of the sun fall at the beginning of each season?
- 5
- 9 3. Compare Ontario with British Columbia under the following heads: Physical features, climate, industries.
- 9 4. Name the chief imports and exports of Canada, Great Britain, India and France.
- 10 5. Write a brief note upon the causes and work of winds
- 10 6. Compare the Eskimos with the Negroes in regard to: appearance, clothing, houses, industries, character.
- 5 7. (a) Name the five leading dependencies of Great Britain in the Eastern Hemisphere.
- 8 (b) Give a brief sketch of the one which, in your opinion, is the most important.
- 8 8. Describe the Gulf Stream under the following heads: nature of water, causes, course, influence upon adjacent bodies of land.
- 11 9. Write briefly upon the characteristic animals and plants of South America.

STANDARD V.

SPELLING AND ORTHOEPEY.

TIME—ONE HOUR.

EXAMINERS { P. H. THIBAudeau, B.A.
W. H. THOMPSON, B.A.*Values*

- 30 1. Write the passage dictated by the presiding examiner:
 (New Canadian Reader, Book V, page 147, "Literary
 dialects, . . . lost to sight.")
 Less two for
 each misspelt
 word

NOTE.—*This is not to be seen by the candidates. It is to be read to them three times, the first time to enable them to gather the meaning; the second time to enable them to write the words, the third time for review. Candidates are not permitted to re-write the passage.*

- $\frac{8 \times 1}{=8}$ 2. Divide into syllables and mark the accent of the following words: Advertisement, discipline, museum, geography, medicine, exaggerate, nominative, industry.
- $\frac{6 \times 1}{=6}$ 3. Give the meaning of the following words when the accent is placed (i) on the first syllable, (ii) on the second syllable: August, survey, produce.
- $\frac{4 \times 1}{=4}$ 4. (a) Write sentences showing clearly the difference in meaning between: Accept, except; affect, effect.
- $\frac{4 \times 1}{=4}$ (b) Write out in full: e.g.; f.o.b.; prox.; M.L.A.
- 8 5. Use the following prefixes in derivatives so as to show the meaning set opposite them:
For, meaning (i) not, (ii) from.
Un, meaning (i) not, (ii) opposite to.
With, meaning (i) against, (ii) from.
Be, meaning (i) to make, (ii) by.

STANDARD V.

LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
J. W. BROWN, B.A.*Values.*

- 15 1. Describe three or four pictures as found in Maud Muller and give a title for each picture.

Values

2. "Howe'er it be it seems to me
 'Tis only noble to be good;
 Kind hearts are more than coronets
 And simple faith than Norman blood."
- 3 (a) From what poem is this taken?
- 5 (b) What relation does it bear to the whole poem?
- 7 (c) Briefly outline the story of the poem?
3. "More things are wrought by prayer
 Than this world dreams of. Wherefore let thy voice
 Rise like a fountain for me night and day.
 For what are men better than sheep or goats
 That nourish a blind life within the brain
 If, knowing God, they lift not hands of prayer
 Both for themselves and those who call them friend?
 For so the whole round earth is every way
 Bound by gold chains about the feet of God."
- 5 (a) By whom and under what circumstances were these words spoken?
- 2 (b) Explain "nourish a blind life."
- 2 Paraphrase "For so . . . God."
- 3 Why is "like a fountain" a good simile?
- 7 (c) Give a character sketch of Sir Bedivere, justifying your estimate where you can by making reference to or quotations from the poem.
4. Name the selection from which each of the following is taken, and give the relation of the thought of the passage to the central thought of the whole poem:
- 4 (a) "But sustained and soothed
 By an unfaltering trust, approach thy grave
 Like one who wraps the drapery of his couch
 About him and lies down to pleasant dreams."
- 4 (b) "Who, if he rises to station of command,
 Rises by open means, and there will stand
 On honorable terms, or else retire
 And in himself possess his own desire."
- 4 (c) "Our sweetest songs are those that tell of saddest thought."
- 4 (d) "Our island home
 Is far beyond the wave; we will no longer roam."
- 4 (e) "As some tall cliff that lifts its awful form,
 Swells from the vale, and midway leaves the storm,

Values

Though round its breast the rolling clouds are spread
Eternal sunshine settles on its head."

- 10 5. Which poem in the Fifth reader is your favorite? Justify your choice.
- 16 6. Quote what you consider the finest passage of at least ten lines in *either* (a) *The Happy Warrior* or (b) *Village Characters*.
 7. "In the golden lightning
 Of the sunken sun,
 O'er which clouds are bright'ning
 Thou dost float and run
 Like an unbodied joy whose race is just begun.
 "The pale purple even
 Melts around thy flight;
 Like a star of heaven
 In the broad daylight
 Thou art unseen, but yet I hear thy shrill delight.
 "Keen as are the arrows
 Of that silver sphere
 Whose intense lamp narrows
 In the white dawn clear
 Until we hardly see, we feel that it is there."
 - 6 (a) Give in the form of a phrase or short sentence a topic for each stanza.
 - 12 (b) Explain "unbodied joy"; "race";
 "Like a star of heaven
 In the broad daylight."
 "Silver sphere"; "narrows in the white dawn clear."
 - 3 (c) Which simile, in the above quotation, is the best? Why?
 8. While these whispers were passing, the sleeper's heart did not throb, nor his breath become agitated, nor his features betray the least token of interest. Yet Fortuno was bending over him just ready to let fall a burden of gold. The old merchant had lost his only son and had no heir to his wealth except a distant relative, with whose conduct he was dissatisfied. In such cases people sometimes do stranger things than to act the magician and awake a young man to splendor who fell asleep in poverty.
 - 5 (a) Give in brief form the topic of this paragraph.
 - 10 (b) What other fortunes—good or ill—passed him by as he slept?

Values

- 8 (c) Explain: "Agitated"; "magician"; "betray the least token of interest"; "splendor."
- 5 (d) What were these whispers?
- 6 (e) Give the opposite to: "Interest"; "agitated"; "distant"; "dissatisfied"; "splendor"; "wealth."

STANDARD V.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS { J. W. BROWN, B.A.
G. E. ELLIS, B.A.*Values*

- 14 1. What part of 12 bushels of wheat is $\frac{1}{7}$ of $\frac{2\frac{1}{4}-\frac{2}{3}}{\frac{1}{5}}$ of $\frac{1}{4}$ of $\frac{2}{11}$ of 5698 bushels?
- 14 2. Divide 180 by 3.14159265 correct to five places of decimals.
- 14 3. Three-fifths of a merchant's stock was destroyed by fire, and $\frac{2}{3}$ of the remainder was damaged. He sold the damaged goods at $\frac{3}{4}$ of the cost and the undamaged goods at cost, realizing \$6,500. Find the total loss.
- 14 4. A contractor agrees to build 189 miles of railway in 15 months. He employs 128 men, but after 3 months finds that he has finished only 28 miles. How many additional men must he now engage in order to complete the work in the given time?
- 14 5. Three persons, A, B and C, trade together, having a joint capital of \$4,700. A's money is in the business 6 months, B's 8 months and C's 10 months. Each receives \$600 as his share of the profit. How much of the capital did each contribute?
- 14 6. My agent sold flour on a commission of 6% and after deducting enough to cover this commission and a second commission at 3%, invested in potatoes, his total commission was \$360. Find
- (a) The value of the flour sold;
- (b) The value of the potatoes purchased.
- 14 7. A note made January 15, 1903, at 60 days for \$412.50, was discounted at a bank January 19, 1903, at 6%. Find the proceeds to the nearest cent.

Values

- 14 8. A merchant insured 1,200 barrels of flour for $\frac{5}{8}$ of the cost at 2%. The premium paid was \$120. What was the flour worth per barrel?
- 9 9. (a) The whole surface of a rectangular solid is 1,000 square inches; if its length and breadth are respectively 1 ft. 3 in. and 1 ft. 2 in. find its height.
- 9 (b) One diagonal of a rhombus is 400 cm, the other is 60 dcm. Find its area, its perimeter, and its altitude.
- 10 10. (a) The circumference of a circle is 88 inches. Another circle is described about the same centre having an area one-fourth that of the large circle. Find the circumference of the small circle.
- 10 (b) A rectangular field whose length is $\frac{4}{3}$ of its width contains 12 hectars. Find the length of a diagonal.

STANDARD V.

GRAMMAR.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
J. F. BOYCE, B.A.

Values

1. "On the top of a windmill, *of* which the solid tower is still *to be seen* on the ridge *overhanging* the field, the king, who had his head quite bare, remained in absorbed silence, *whilst* the young Prince, who had been knighted *a month before*, went forward with his companions in arms into the thickest of the fray."
- 16 (a) Analyze fully, showing clearly the kind and relation of the subordinate clauses.
- 16 (b) Classify and state the relation of (i) the phrases, (ii) the italicized parts.
- 10 2. Write sentences using the words, *fan*, *above*, *hand*, and *that* with the value of as many different parts of speech as possible. Name the part of speech in each case.
- 7 3. What are the principal parts of a verb? Why called principal parts? Give the principal parts of: lie, lay, catch, run, be.
- 12 4. (a) Write out the first person, plural number, active voice of (i) the present imperfect, (ii) the past indefinite, (iii) the past perfect, (iv) the future, imperfect of the verbs destroy and forgive.

Values

- 4 (b) Construct sentences illustrating each use of the objective case.
- 7 5. (a) Give the general rule for the position of related words. Illustrate your answer by changing as often as you can the position of *only* in the following sentence, giving the meaning in each case:
"I only ate one apple."
- 5 (b) Rewrite the following so as to remove any ambiguity:
"He caught his brother and shut him up in his own room which he opened."
- 8 6. Distinguish between:
- (i) I have aided you more than he.
I have aided you more than him.
 - (ii) An able and intelligent friend.
An able and an intelligent friend.
 - (iii) He was happier than any person in the house.
He was happier than any other person in the house
 - (iv) Few men have been more honored.
A few men have been more honored.
- 5 7. Giving your reasons fill the ellipsis correctly with *who* or *whom* in each of the following:
- (i) It wasn't the man ———— you said it was.
 - (ii) ———— did he take her to be?
 - (iii) Did he tell you ———— he got it from?
 - (iv) ———— did he say had taken it?
 - (v) That's the man ———— we thought owned it.
- 10 8. Write (i) a complex interrogative sentence, (ii) a compound imperative sentence with a preposition phrase, (iii) a compound complex sentence with an adverbial clause, (iv) a sentence with a noun clause the subject of the verb.

STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAudeau, B.A.
J. W. BROWN, B.A.*Values*

- 10 1. Name five explorers of the Canadian North-West and indicate the parts they explored.

Values

crayons, below the level of the eye, with end and side toward candidate; the lid off and leaning against the corner of the box; and a blackboard eraser placed on the box across one corner, leaving the crayons exposed to view.]

- 10 2. Make geometric views of the box, using a suitable scale. Indicate the scale used.

[Candidates will use instruments. The presiding examiner will give the candidates the dimensions of the box.]

- 13 3. Draw a suitable design for the front cover of a book. Print the title on the cover.

- 10 4. Make a drawing of the left fist and wrist with the fingers towards you.

- 13 5. Draw from memory an ordinary lamp with the shade on it, the shade to be ornamented simply.

STANDARD V.

COMPOSITION.

TIME—TWO HOURS.

EXAMINERS { P. H. THIBAUDEAU, B.A.
J. M'CAIG, M.A., LL.B.

Values

- 10 1. Change the order of the modifying parts in the following sentences in as many ways as possible without destroying the sense:

(a) At the dawn of day she ascended the hill with a merry heart in company with her brother.

(b) Sir Walter Scott, the poet and novelist, was born in Edinburgh, the capital of Scotland, in August, 1771.

- 10 2. Change to indirect narration: "If it was a light answer," returned Darnay, "I beg your forgiveness for it. I had no other object than to turn a slight thing, which, to my surprise seems to trouble you too much, aside. I declare to you on the faith of a gentleman, that I have long dismissed it from my mind. What was there to dismiss? Have I had nothing more important to remember in the great service you rendered me that day?"

- 30 3. (a) Write in good form a letter thanking a friend for a gift.

Values

- (b) Rule a suitable space and address the envelope.
- 50 4. Write a composition of not more than forty lines on one of the following topics:
- (a) The Resources of Alberta.
 - (b) The Passing of Arthur.
 - (c) A Prairie Fire.

STANDARD V.

GEOMETRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS $\left\{ \begin{array}{l} \text{J. W. BROWN, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$

Values

- 10 1. Classify and define geometrical bodies; name some examples of each.
- 10 2. Distinguish vertical and perpendicular lines. How would you test the latter?
- 2 3. (a) What is meant by drawing to a scale?
- 8 (b) The plan of a house is drawn so that $1\frac{1}{2}$ inches on paper represents 12 feet. Write this scale in two ways.
- 10 4. Classify triangles with respect to their (a) sides, (b) angles. Draw freehand an example of each triangle.
- 2 5. (a) Explain and illustrate, angle of elevation and angle of depression.
- 8 (b) Wishing to know the height of a tree on the opposite bank of a river, I observe the angle of elevation of the top to be 30° . At a point 150 feet nearer the tree I find the angle of elevation to be 45° . Find the height of the tree.
- 3 6. (a) Define and illustrate: Equivalent, similar and equal triangles.
- 7 (b) Under what three distinct conditions are two triangles equal? Prove one case.
- 6 7. (a) Classify and define quadrilaterals; draw freehand an example of each.
- 4 () Construct a parallelogram, having given two adjacent sides and the included angle.

Values

- 3 8. (a) Illustrate the following terms as applied to the circle:
sector, segment and chord.
- 7 (b) Three houses, A, B, and C, are not in a straight line.
Locate a well that would be equally distant from each.
- 2 9. (a) Define tangent and point of contact.
- 8 (b) Draw a tangent to a circle through a given point outside
the given circle.
- 2 10. (a) Distinguish circumscribed and inscribed figures.
- 8 (b) Inscribe a circle in a given triangle. Prove that your
construction is correct.

STANDARD V.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

EXAMINERS { J. F. BOYCE, B.A.
W. H. THOMPSON, B.A.*Values*

- 3 1. (a) Write a note on the shape and size of seeds.
- 8 (b) Describe simple experiments to show (i) favorable.
(ii) unfavorable conditions for the germination of seeds.
- 4 (c) Give a number of devices plants have adopted for the
dissemination of their seeds.
- 12 2. In what particulars are the duck, the grasshopper and the
gopher well adapted for their modes of life?
- 6 3. (a) Describe somewhat fully the preparation of the "virgin
soil" for a first grain crop.
- 6 (b) Write notes on the importance of (i) rotation of crops,
(ii) drainage.
- 12 4. Give a general description of the chief uses of the root, stem,
leaves, flower and fruit to the plant.
- 3 5. (a) Make a list of the *native* trees of Alberta.
- 6 (b) Write notes on (i) transplanting, (ii) the care of trees.
- 4 (c) Name the foreign trees and the small fruits that can be
grown in this region.
- 4 6. (a) Of what use are (i) color and odor to the flower, (ii)
veins to the leaf?

Values

- 4 (b) Make a drawing of the root of (i) the wheat plant, (ii) the carrot. Account for the difference in their form.
- 4 (c) Why is a blade of grass long and narrow and a poplar leaf short and oval?
- 4 7. (a) Give an effective treatment for preventing the growth of smut.
- 4 (b) Why is it important to keep noxious weeds in check?
- 4 (c) Outline a method of eradicating any ONE noxious weed prevalent in Alberta.
- 6 8. (a) Give a description of the life history of an insect.
- 6 (b) Name a number of insect pests in Alberta that attack (i) the farmer's crops, (ii) his domestic animals. Suggest remedies.

STANDARD VI.

ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { G. J. BRYAN, B.A.
J. M'CAIG, M.A., LL.B.*Values*

1. "There is an instinct in the human heart
Which *makes* that all the fables it hath *coined*,
To justify the *reign* of its belief
And *strengthen it by beauty's right divine*,
Veil in their inner cells a *mystic gift*,
Which, like the *hazel twig*, in faithful hands,
Points surely to the hidden springs of truth.
For, as in Nature naught is made in vain,
But all things have within their *hull of use*
A wisdom and a meaning which may speak
Of spiritual secrets to the ear
Of spirit; so, in whatsoe'er the heart
Hath fashioned for a solace to itself,
To make its inspirations suit its creed,
And from the *niggard hands* of falsehood wring
Its needful food of truth, there ever is
A sympathy with Nature, which reveals
Not less than her own works, *pure gleams* of light
And *earnest parables* of inward love."
- 8 (a) State the natural sub-divisions of the extract. Give in a sentence the substance of each part and show the relation of each part to the others.

Values

- 12 (b) Explain carefully the italicized passages.
- 6 (c) State briefly but clearly what the succeeding part of the poem is about and show its connection with the extract.
- 5 (d) Quote the preceding part of the poem.
- 4 (e) What is the metrical form of the extract?
- 15 2. State the moral purpose of the "Ancient Mariner," if it has such, and show in detail how it is worked out.
- 10 3. Discuss the meter, phraseology, and orthography. Illustrate by suitable quotations.
- 5 4. (a) "Our birth is but a sleep and a forgetting."
- 5 (b) "The homely Nurse doth all she can
To make her Foster child, her Inmate Man
Forget the glories he hath known."
- 5 (c) "O blessed Bird! the earth we pace
Again appears to be
An unsubstantial, fairy place
That is fit home for thee."
- 5 (d) "Beauty born of murmuring sound
Shall pass into her face."
- 5 (e) "So each," said the youth, "in the law shall find
The figures and feature of his mind."
Explain each extract carefully and state from what poem it is taken.
5. "Three years she grew in sun and shower,
Then Nature said, 'A lovelier flower
On earth was never sown:
This child I to myself will take;
She shall be mine and I will make
A Lady of my own.'"
- 15 (a) Is the interest in this poem personal? Compare it with "Michael." Which is more typical of the author?
- 4 6. "Scott's characters are representative rather than individual." Explain the statement and apply it carefully to each of the following: Gurth, Prior Aymer, Cedric, Isaac and Athelstane.
- 6 7. Give evidences from *Ivanhoe* which indicate Scott's minute antiquarian studies.
- 15 8. What purposes, besides picturing the time, are served by the tournament and the archery contest?

Values

- 10 9. Compare Scott's Prince John with the King John of history. Support your statements by references to action and conduct.

STANDARD VI.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P.H. THIBAudeau, B.A.
J. M'CAIG, M.A., LL.B.

Values

- 40 1. Write a composition on one of the following topics:
- (a) Evangeline at Grand Pré.
 - (b) The Trial of Rebecca.
 - (c) The Character of the Vicar of Wakefield.
 - (d) "There is a comfort in the strength of love."
(Argument to be based on the incidents of the poem, Michael.)
- 35 2. Write a letter in answer to the inquiry of a friend with respect to opportunities in Alberta in either town or country.

STANDARD VI.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS. EXAMINERS { J. W. BROWN, B.A.
G. E. ELLIS, B.A.

Values

- 4 1. (a) What kind of a vulgar fraction gives rise to a recurring decimal? Use $\frac{21}{35}$ in illustration.
- 4 (b) Explain how to reduce $.25\dot{7}1\dot{9}$ to its equivalent vulgar fraction.
- 5 (c) Find the G.C.M. of $\frac{34}{39}$, $\frac{85}{91}$ and $\frac{119}{130}$.
- 14 2. A merchant's total sales of goods amounted to \$1,165. He sold $33\frac{1}{3}$ per cent. of them at an advance of $12\frac{1}{2}$ per cent. on the cost, 60 per cent. at an advance of 25 per cent., and the remainder at a loss of 40 per cent. What did the goods cost him?

Values

- 14 3. A bought a house and lot for \$2,200; the assessed value is \$1,450 and the rate of taxation 20 mills on the dollar with a discount of 2% for prompt payment; the house is insured for \$1,500 at 75 cents per hundred dollars every three years. The property is rented for \$165 a year, but costs on the average \$22.83 each year for repairs. What per cent. per annum does he make on the money invested in the house and lot?
- 14 4. I lent A and B equal sums of money at simple interest for 2 and 3 years respectively. If I wish to make 10% compound interest on my money what rate per cent. must I charge each?
- 14 5. A, B and C form a trading company for one year, investing respectively \$3,000, \$2,000 and \$1,000. A is appointed manager at \$60 per month and B secretary at \$30 a month, salaries to be reduced in proportion as the capital invested is reduced. At the end of eight months A withdraws from the business and C is appointed manager. How should the year's gain of \$1,150 be divided?
- 14 6. A note for \$746 drawn May 20th at 3 months, bearing interest at the rate of 6 per cent. per annum, is discounted at a bank July 2nd at 7 per cent. Find the proceeds.
- 14 7. An agent received a consignment of wheat which he sold at 80 cents per bushel, charging a commission of 2%. With the net proceeds, after reserving a commission of 2% for investing, he purchased lumber at \$23 per M. If the former commission exceeded the latter by \$9.20, find the quantities of wheat sold and lumber bought.
- 8 8. (a) What length of copper wire 1 mm. in diameter will weigh 1 kg. if 1 c. cm. of copper wire weighs 8.85 g.?
- 8 (b) If this wire were moulded, without loss, into a sphere, what would its diameter be?
- 9 9. (a) Find the cost of digging a ditch $\frac{3}{4}$ of a mile long, 6 ft. deep, 7 ft. wide at the top and 3 ft. wide at the bottom, at 12 cents per cubic yard.
- 9 (b) How many cords of wood are there in a log 24 ft. long, 28 inches in diameter at one end and 7 inches in diameter at the other, tapering uniformly?
- 10 10. A pyramidal tent whose base is a square, contains 960 sq. ft. of canvas; the length of the side of the base is 24 ft. Find:
- 10 (a) The slant height and the perpendicular height of the tent.
- 9 (b) The number of cu. ft. of air space in the tent.

STANDARD VI.

HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
J. M'CAIG, M.A., LL.B.

Values

1. State the effect of the Norman Conquest on:
 - 5 (a) English land tenures.
 - 6 (b) Social and material condition of the English.
 - 5 (c) Ultimate effect on English art, literature and manners.
- 12 2. Enumerate the reforms of the younger Pitt and comment on one of them.
- 12 3. In what did the Industrial Revolution of the eighteenth century consist? State its immediate and also its ultimate effects.
- 15 4. Give an account of the United Empire Loyalists, dealing with the circumstances of their coming, settlements and their influence on the political and industrial development of Canada.
- 13 5. Describe the work of Champlain, illustrating by a map.
- 16 6. Describe the political and material growth of Western Canada since Confederation.
- 16 7. Write notes on four of the following:
 - (a) Simon de Montfort.
 - (b) English and French policy in their treatment of the Indians.
 - (c) Union of England and Scotland.
 - (d) Seigniorial Tenure.
 - (e) The Navigation Act.

STANDARD VI.

GEOGRAPHY.

TIME—TWO HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
G. J. BRYAN, B.A.

Values

- 12 1. (a) Give a concise account of rivers under the following heads: Origin, erosion, formation of plains, utility.

Values

- 6 (b) How are their size, their windings, and their waterfalls determined?
- 10 2. Show by reference to the Dominion of Canada how the physical characteristics of a country determine the occupations of its inhabitants.
- 12 3. Write a brief note on trade winds, making especial reference to causes, constancy, direction, effects.
- 5 4. (a) What is meant by Standard Time?
- 5 (b) At 2.30 p.m. a telegram is sent from St. Petersburg (long. 30° E.) to St. John, N.B. (long. 66° W.). Allowing 75 minutes for transmission and delays when will it be received at St. John?
- 12 5. Give a brief account of the physical features, chief cities, climate and industries of one of the following: Japan, South Africa, Newfoundland.
- 9 6. Give a brief description of the Japan Current under the following heads: Causes, course, influence upon adjacent countries.
- 12 7. Write a descriptive sketch of New Zealand dealing with its position, physical features, climate, chief cities, government, and people.
- 5 8. (a) Draw a map of that portion of the Eastern Hemisphere that lies in the Torrid Zone.
- 3 (b) Mark thereon the British possessions and leading commercial centres.
- 9 (c) Discuss the importance from the political and industrial standpoints of three of these dependencies.

 STANDARD VI.

ALGEBRA.

TIME—THREE HOURS.

 EXAMINERS $\left\{ \begin{array}{l} \text{J. W. BROWN, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$
Values

1. (a) Define and give an example of each of the following:
 Algebraic expression, exponent, numerical coefficient,
 $10 + 4 + 4$ binomial expression, like terms.

Values

- (b) From the sum of $3a-b+\frac{1}{2}c$, $a+3b+\frac{1}{2}c$ and $b-c-a$ take the difference between $a+2b$ and $c-3a$.
- (c) Remove all brackets from $3-[2-3\{4-6-(5-2)+1\}-4]+1$
2. (a) What is a homogeneous expression? Show that the product of two homogeneous expressions is homogeneous.
- 6+2+6 (b) $(a+b)^2=a^2+b^2+2ab$. State this in words.
- (c) From (d) show how to find the square of a trinomial expression (show clearly your method). Hence infer the rule for finding the square of any multinomial expression.
3. (a) Divide a^3+b^3 by $a+b$.
- 2+5+6 (b) Using your result of (a) write down from inspection the quotient of $(2a+b)^3+(a+2b)^3\div 3(a+b)$. (Show clearly your method.)
- (c) Find the continued product of $(m+p)(m+q)(m+r)$ and from your result show how, without actual multiplication to find the product of $(2x+3)(2x-1)(2x+5)$.
4. Factor the following:
- (a) $4x^4+1$.
- 4×3 (b) a^2-ac-b^2-bc .
- (c) $6x^2+x(3p-2q)-pq$.
5. (a) Find by factoring the H.C.F. and L.C.M. of a^4+a^2 , b^2+b^4 , a^3+b^3 , and a^3-b^3 .
- 4+4+2 (b) Find L.C.M. of x^3+x^2-4x-4 and $x^3+6x^2+11x+6$.
- (c) The product of two expressions is xy . Their H.C.F. is z . What is their L.C.M.?
6. (a) Simplify $\frac{a}{a-x}+\frac{a}{a+x}+\frac{2a^2}{a^2+x^2}+\frac{4a^4}{a^4+x^4}$.
- 4×3 (b) Simplify $\frac{\frac{m}{n}+\frac{n}{m}+2}{m+n}+\frac{\frac{m}{n}+\frac{n}{m}-2}{m-n}$.
- (c) If $\frac{x}{y}=\frac{z}{u}$ show that $\left\{\frac{x+y}{z+u}\right\}^2=\left\{\frac{x-y}{z-u}\right\}^2$.
7. Solve—
- (a) $712x+315y=1342$.
 $712y+315x=1739$.
- 3+4+4 (b) $\frac{1}{x+2}+\frac{1}{x+10}=\frac{1}{x+4}+\frac{1}{x+8}$.

Values

$$(c) \frac{1}{x} + \frac{2}{y} = 4, \frac{11}{x} + \frac{3}{y} = 25.$$

8. (a) What is quadratic equation? What is meant by the roots of an equation?

(b) If the roots of an equation are 4 and —1, find the equation.

(c) Solve $(x+6)^2 = 16(x-6)^2$.

(d) Define an irrational equation. Solve $x + \sqrt{x+1} = 5$.

9. A man having \$ m buys x lbs. of sugar at a cents per lb., and y lbs. of tea at b cents per lb.; how many lbs. of coffee can he buy with the remainder of his money if the coffee costs c cents per lb.?

10. A debtor is just able to pay his creditors 5 shillings in the pound; but if his assets had been 5 times as great and his debts $\frac{2}{3}$ of what they really were he would have had a balance in his favour of £140. How much did he owe?

STANDARD VI.

BOOK-KEEPING.

TIME—TWO HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. W. BROWN, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$

Values

3 1. (a) What are the three ways of depositing money in a bank?

4 (b) State the transactions connected with each way, both in depositing and withdrawing money.

3 (c) Write the form of any one of the commercial papers used in the above. (Use places outside the province.)

2. Kingston, Feb. 15, 1905. John Smith bought of Wm. Brown on his note at two months @ 6%, 50 lbs. flour at \$3.00 per 100 lbs., 8 bushels potatoes at 45c. per bushel, and a dollar's worth of sugar.

3 (a) Write the note for the above.

3 (b) On March 12 the note was discounted at the bank. State the proceedings necessary for the transaction.

Values

- 4 (c) Four notes are drawn at 2 months and all mature March 3, and each one has a different date. Explain and write the days of dating.
- 5 3. (a) Distinguish between a joint note and a joint and several note, both as to form and as to the liability of the parties. Give an example of each.
- 2 (b) State the difference in the methods of accepting a "10 days after sight" draft and a "30 days after date" draft.
- 3 (c) Write the draft of June the 7th in question 4.
- 10 4. Journalize the following:
- June 1—Bought of J. R. McIntosh & Co. on account, 18 bales of cotton @ \$17.50 each. Freight on same \$5.00.
- June 5—Gave F. A. Riley cheque on Imperial Bank for \$18.75 in full of account.
- June 6—Renewed H. Jenkins' note of \$100 for one month; received \$1.00 cash for extension of time.
- June 7—Requested J. R. McIntosh & Co. to draw on me, at sight, for the amount of invoice of the 1st inst. less 2% for cash.
- June 9—The draft of the 7th was to-day presented and paid with cheque.
- 35 5. John Henderson commenced business on June 1st, 1906, investing as follows: Cash on hand, \$350; goods on hand, \$700; note against Wm. Somers, \$125.
- June 2—Bought from J. A. Carruthers, 18 bags potatoes @ 75c, 2 tubs butter, 40 lbs. each, @ 20c. Paid \$10 cash, balance to go on account.
- June 4—Sold for cash, 18 lbs. sugar @ 5c, 10 lbs. rice @ 4c, 10 lbs. meat @ 18c, $\frac{1}{2}$ doz. brooms @ \$2.50 per doz.
Bought set of books for store, \$6.00.
- June 6—Received from Wm. Somers cheque for \$50 as part payment on his note.
Sold H. Smith on account, 1 chest tea, 60 lbs., @ 40c, 100 lbs. salt @ 3c.
- June 9—Bought for cash from H. McKay, 650 lbs. sugar @ $3\frac{1}{2}$ c.
Paid clerk week's salary, \$7.50.
- June 10—Gave J. A. Carruthers cheque for \$10 on account.

June 12—Wm. Somers paid balance of note with cash.

June 13—Sold for cash, 15 bbls. flour @ \$7 per bbl.

June 14—Stock taking shows \$625 worth of goods on hand.

Journalize and post in the ledger the above items and make out a statement showing Mr. Henderson's assets and liabilities, losses and gains.

STANDARD VI.

AGRICULTURE AND BOTANY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
W. H. THOMPSON, B.A.

Values

- 4 1. (a) Write notes on the origin and the composition of the soil.
- 4 (b) Show the importance of thorough tillage for the growth of crops.
- 2 (c) Indicate to what extent most plants are dependent upon the soil.
- 5 2. (a) Outline a systematic method of making good roads in Alberta.
- 6 (b) Discuss the advisability of attempting to reforest the open prairie. Indicate the benefits to be derived from the presence of trees on the farms.
- 4 (c) How may the surroundings of rural schools and country homes be made more attractive?
- 8 3. "Agriculture, or farming, is the business of raising products from the land."—*Bailey*.
Show that apprenticeship or experience, a practical education, business ability and special skill are as important for successful farming as for a trade, a mercantile life or a learned profession.
- 2 4. (a) How would you test the vitality of a sample of seed grain?
- 6 (b) Point out the advantages of creameries in mixed farming communities.
- 6 (c) Name the principal varieties of swine. Write brief notes on (i) their value as a farm product, (ii) care and feeding.

Values

- 3 **3.** (a) By means of examples explain the statement that "motion is relative, not absolute."
- 6 (b) A body which is uniformly accelerated has at the beginning of a minute a velocity of 10 feet per minute and at the end of the minute a velocity of 10 feet per second. Find (i) its acceleration, (ii) its average velocity, (iii) how far it goes during the minute. Solution required.
- 6 **4.** (a) Name and define six properties of solids.
- 3 (b) Indicate how any three of these properties vary with change of temperature.
- 1 **5.** (a) State the principle of Archimedes.
- 6 (b) Using a drawing give an experiment to illustrate it.
- 6 (c) A block of cork 3 cm. by 4 cm. by 5 cm. is laid broad-side on water. If the specific weight of the cork is .25, to what depth will it sink? What weight of lead must be placed on the cork to submerge it completely without immersing any part of the lead? Give your work.
- 10 **6.** (a) Describe experiments, accompanied by drawings of apparatus, to show that air exerts pressure (i) due to weight, (ii) due to expansive force.
- 4 (b) Give two instances each of the practical application of atmospheric pressure and the expansive force of air.
- 6 **7.** (a) Tell how to construct a barometer.
- 7 (b) Explain its use and the principle of its operation.
- 6 **8.** Tell in detail how to find the specific gravity of a piece of iron or a piece of cork.
- 2 **9.** (a) State the relation between (i) the volume and the temperature, (ii) the volume and the pressure of a gas.
- 6 (b) A mass of gas occupies a volume of 22.4 litres at the temperature 10° C. when the barometer stands at 70 cm.; what volume will it occupy at the temperature 0° C. when the barometer stands at 76 cm.? Give your solution.
- 1 **10.** (a) What is meant by *latent heat of fusion*?
- 5 (b) What weight of ice at 0° C. can be melted by 5 grams of water at 80° C.? Solution required.
- 6 (c) Explain how tubs of water placed in a cellar may keep vegetables from freezing.

1. Her eyes are *homes of silent prayer*,
Nor other thought her mind admits.
But, he was dead and there he sits,
And he that brought him back is there.

Then one deep love doth supersede
 All other, when her ardent gaze
Roves from the living brother's face,
 And *rests* upon the Life indeed.

All *subtle thought*, all *curious fears*,
Borne down by gladness so *complete*,
 She bows, she bathes the Saviour's feet
 With costly spikenard and with tears.

Thrice blest *whose lives are faithful prayers*,
 Whose loves in higher love *endure*;
 What souls *possess themselves* so pure,
 Or is there blessedness like theirs?

- 10 (a) Indicate the natural subdivisions of the poem and state the central idea of each part. Show how the parts are related.
 - 2 (b) To whom do "her" and "he" refer?
 - 8 (c) Explain carefully in relation to the general matter of the poem the passages in italics.
2. "Courage!" he said, and pointed toward the land
 "This mounting wave will roll us shoreward soon."
 In the afternoon they came unto a land
 In which it seemed always afternoon.
 All round the coast the languid air did swoon,
 Breathing like one that hath a weary dream.
 Full-faced above the valley stood the moon;
 And like a downward smoke, the slender stream
 Along the cliff to fall and pause and fall did seem.
- 8 (a) Name the kind of metre employed in the extract above, describe it fully and note variations from the characteristic foot type.
 - 4 (b) Discuss the suitability of the metrical form to the nature of the thought.
 - 8 (c) Choose epithets which exemplify characteristic poetic quality and explain carefully what constitutes poetic quality in each case.
- 14 3. Contrast the character of Ulysses with that of Telemachus, supporting your statements by short quotations. What general types in modern times would correspond to these?
- 6 4. Complete two of the quotations to the next period.
 "Give unto me made lowly wise."
 "I hold it true whate'er befall."
 "But welcome fortitude and patient cheer."
 "The boast of heraldry, the pomp of power."

Values

- 15 5. Review in detail the motives to which Antony appeals and the artifices to which he resorts in order to stir the populace against the conspirators after Cæsar's death.
- 9 6. Quote Antony's eulogy of Brutus after the latter's death at Phillippi. What is Shakespeare's judgment on Brutus' assassination of Cæsar as gathered from the outcome of it?
- 11 7. State the different times and circumstances in which the supernatural is introduced in the play and explain its purpose.
- 15 8. Give the connection of the following passages and comment on the scenes which they recall:
- (a) "How scap'd I killing when I cross'd you so?"
- (b) "But I am constant as the northern star."
- (c) "A barren-spirited fellow, one that feeds
On objects, arts, and imitations
Which, out of use and stal'd by other men,
Begin his fashion."
- 12 9. "There is hardly a servant-maid in these days who is not better educated than Miss Nancy; yet she had the essential attributes of a lady." Explain both assertions.
- 12 10. Write a brief analysis of the character of Godfrey Cass, illustrating from the course of his life.
- 16 11. Trace the changes in the character of Silas Marner arising from his experiences.

 STANDARD VII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
J. M'CAIG, M.A., LL.B.

Values

NOTE.—Candidates will write on one topic from group "A" and one from group "B".

A.

- 35 (a) The woman type in the Princess.

Values

- (b) The combat between the Knight of the Leopard and the Saracen.
- (c) The Aims of Education. (Essay may be original or may be based on Ruskin's essay.)

B.

- 40 (a) "We must run glittering like a brook
In the open sunshine or we are unblest;
The wealthiest man among us is the best:
No grandeur now in nature or in book
Delights us."
- (b) The growth of the Canadian Confederation

STANDARD VII.

GENERAL HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
J. M'CAIG, M.A., LL.B.

Values

- 5 1. (a) Give an account of Old Aryan civilization.
- 5 (b) What European peoples are of Aryan origin and where are they located?
- 10 2. Contrast Chinese civilization with that of England.
- 10 3. State the causes, important incidents and results of the Peloponnesian war.
- 12 4. Compare the Spartan and Athenian political and educational ideals.
- 10 5. Describe the social and agrarian conditions during the last century of the Roman Republic.
- 8 6. Sketch the career of Hannibal or of Augustus Caesar.
- 10 7. Describe the Feudal System. State its advantages and account for its decline.
- 15 8. Sketch the progress of civil and religious liberty during the time of the Tudors and Stuarts.
- 15 9. Write concise notes on any three of the following:
 - (a) The Reformation.
 - (b) Causes of the French Revolution.
 - (c) Egyptian Civilization.
 - (d) The Franco-Prussian War.

STANDARD VII.

PHYSICAL GEOGRAPHY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. F. BOYCE, B.A.
W. H. THOMPSON, B.A.

NOTE.—*Candidates may take either question 8 or question 9, but not both.*

Values

- | | |
|----|--|
| 3 | 1. (a) Give evidences of the probable condition of the interior of the earth. |
| 2 | (b) How does covering plants at night protect them from a light frost? |
| 6 | (c) Write briefly on the temperatures of the ocean surface. |
| 13 | 2. "Climate is the sum and average of weather."— <i>Text</i> .
Enumerate the main influences affecting the climate of Alberta, explaining briefly the effect of each. |
| 12 | 3. Give an account of the various agents at work on the erosion of rocks. |
| 4 | 4. Write concise notes on (i) the topography of the bottom |
| 4 | of the Atlantic Ocean, (ii) the conditions affecting |
| 6 | marine life on the sea floor, (iii) the influence of some plants and some animals in resisting the action of waves on coast lines. |
| 2 | 5. (a) What regions of the North Temperate Zone seem to have been covered with ice sheets during the glacial period? |
| 11 | (b) What evidence is there of continental glacial action in North Eastern America? |
| 12 | 6. Account for (i) the origin of mountains, (ii) the formation of caverns, (iii) the formation of lakes. |
| 3 | 7. (a) Give a general description of the distribution of volcanoes on the earth. |
| 9 | (b) Describe (i) the cause, (ii) the nature, (iii) the effects of volcanic eruptions. |
| 3 | 8. (a) Write a note on the general nature of winds. |
| 10 | (b) Give a concise description of the planetary winds. |
| 13 | 9. Show to what extent nature has exerted a modifying influence on man: (i) in a primitive condition, (ii) in a highly civilized state. |

STANDARD VII.

GEOMETRY.

TIME--THREE HOURS.

EXAMINERS { J. W. BROWN, B.A.
G. E. ELLIS, B.A.*Values*

- 8 1. (a) If two angles of a triangle be equal to one another the sides also which subtend, or are opposite to, the equal angles, shall be equal to one another. I. 6.
- 6 (b) What name is given to the method of proof here employed and why? To what kind of theorem is this method usually applied?
- 8 2. (a) If a side of a triangle be produced, (1) the exterior angle is equal to the two interior and opposite angles; and (2) the three interior angles of the triangle are together equal to two right angles. I. 32.
- 4 (b) Compare I. 32 with I. 16. Why did Euclid not omit the latter?
- 4 (c) What is the magnitude of an angle of a regular polygon of n sides?
- 4 (d) Draw a straight line at right angles to a given straight line from its extremity, without producing the given line.
- 8 3. (a) The complements of the parallelograms which are about the diagonal of any parallelogram are equal. I. 43.
- 3 (b) When is one proposition said to be the converse of another?
- 4 (c) State the converse of (a).
- 8 4. (a) If a straight line be bisected, and produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line which is made up of the half and the part produced. II. 6.
- 4 (b) Explain internal and external segments; illustrate and name the segments in each of the two cases.
- 4 (c) Construct a rectangle equal to the difference between two given squares.
- 8 5. (a) Compare definitely the square on the side subtending an angle of a triangle with the sum of the squares on the sides containing that angle according as the latter is (1) obtuse, (2) acute.

Values

- 8 (b) In any triangle the sum of the squares on the sides is equal to twice the square on half the base together with twice the square on the line joining the vertex to the middle point of the base.
- 8 6. (a) If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it shall cut it at right angles. III. 3.
- 4 (b) State and prove the converse of (a).
- 8 7. (a) The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles. III. 22.
- 7 (b) A B C is a triangle, D and E are points in A B and B C respectively, such that the angle A C B is equal to the angle B D E; show that A, D, E and C are concyclic.
- 9 8. (a) An angle in a semicircle is a right angle, but an angle in a segment greater than a semicircle is less than a right angle;
And an angle in a segment less than a semicircle is greater than a right angle. III. 31.
- 8 (b) A B C D is a quadrilateral inscribed in a circle; if the bisectors of two of its opposite angles meet the circle in E and F, then E F is a diameter.

STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS.

EXAMINERS { J. F. BOYCE, B.A.
W. H. THOMPSON, B.A.*Values*

- 1 1. (a) What is meant by a *life function* or *life process*?
- 9 (b) Show clearly how the life processes, feeding, breathing, growth and reproduction, are carried on by any *one* of the unicellular animals. Where possible, give drawings to illustrate.
- 9 2. Is a Protozoan colony a single organism or a group of several distinct organisms? Answer by discussing fully the types *Gonium*, *Pandorina*, *Volvox*.
- 2 3. (a) Explain the terms *division of labor* and *differentiation of structure*.

Values

- 6 (b) Point out exactly the degree of differentiation attained by Hydra.
- 4 (c) Make clear what is meant by *alternation of generations*. Among what animals is it found?
4. "It is impossible to find any set of characteristics, or even any one characteristic, which is possessed only by plants or only by animals."—*Text*.
- 9 Enumerate the characteristics usually taken to distinguish these two groups of organisms and show wherein each is unreliable.
- 1 5. (a) "Survival of the fittest." Show clearly the meaning of "the fittest."
- 8 (b) Show what leads to the struggle for existence among animals, and what the natural result of it is.
- 3 (c) Cite illustrations of the interdependence of species.
- 1 6. (a) What is an *adaptation*?
- 9 (b) Classify adaptations, giving three examples of each class.
- 6 (c) Account for (i) the origin, (ii) the development of adaptations.
- 7 7. (a) By referring to various kinds (general) of bees, trace the gradual development of communal life.
- 4 (b) Show the advantages of this mode of life.
- 4 8. (a) Distinguish between *simplicity of primitiveness* and *simplicity of degeneration*, supplying examples.
- 6 (b) Point out the causes of degeneration.
- 3 9. State the laws governing geographical distribution of
- 8 animals, and give a particular instance of the operation of each of them.

STANDARD VII.

ALGEBRA.

TIME—THREE HOURS.

 EXAMINERS $\left\{ \begin{array}{l} \text{J. W. BROWN, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$

1. (a) Prove that $a^x \times a^y = a^{x+y}$.

Values

$$3 \times 3 \quad (b) \text{ From the proof in (a) find the value of } a^{2x+y-3z} \times a^{2y+z-3x} \times a^{2z+x-3y}.$$

(c) Without actual multiplication show how to find the product of $(x+y+z)(x+y-z)(x^2+y^2+z^2+2xyz)$.

2. (a) Divide $a^3+b^3+c^3-3abc$ by $a+b+c$ using brackets.

$$3+3 \quad (b) \text{ From (a) infer the quotient of } (3^3+4^3+5^3-180) \div 12. \text{ (Show work.)}$$

(c) If x^2+7x+c is exactly divisible by $x+4$ what is the value of c ?

$$3. \text{ Factor (a) } \frac{1}{a^4} + b^4 + \frac{b^2}{a^2}.$$

$$(b) a^2 - c^2 - 3b^2 - 2ab + 4bc.$$

$$4+3 \quad (c) \text{ Resolve into 4 factors } (x^2+4x)^2 - 15 - 2(x^2+4x).$$

4. (a) Show that the product of any two Algebraic expressions is equal to the product of their H.C.F. and L.C.M.

5+3 (b) Find the L.C.M. $2x^3+x^2-11x-12$, and $6x^3+9x^2-39x-60$ and apply rule in (a) to this example without actual multiplication.

(c) For what values of x will both expressions in (b) vanish?

$$4+8 \quad 5. (a) \text{ Simplify } \frac{\left\{\frac{a+b}{a-b}\right\}^2 - 2 + \left\{\frac{a-b}{a+b}\right\}^2}{\left\{\frac{a+b}{a-b}\right\}^2 + 2 + \left\{\frac{a-b}{a+b}\right\}^2} - 1.$$

$$(b) \text{ If } \frac{a}{b+c} = \frac{b}{c+a} = \frac{c}{a+b} \text{ show that}$$

$$(1) \text{ Each fraction} = \frac{1}{2}.$$

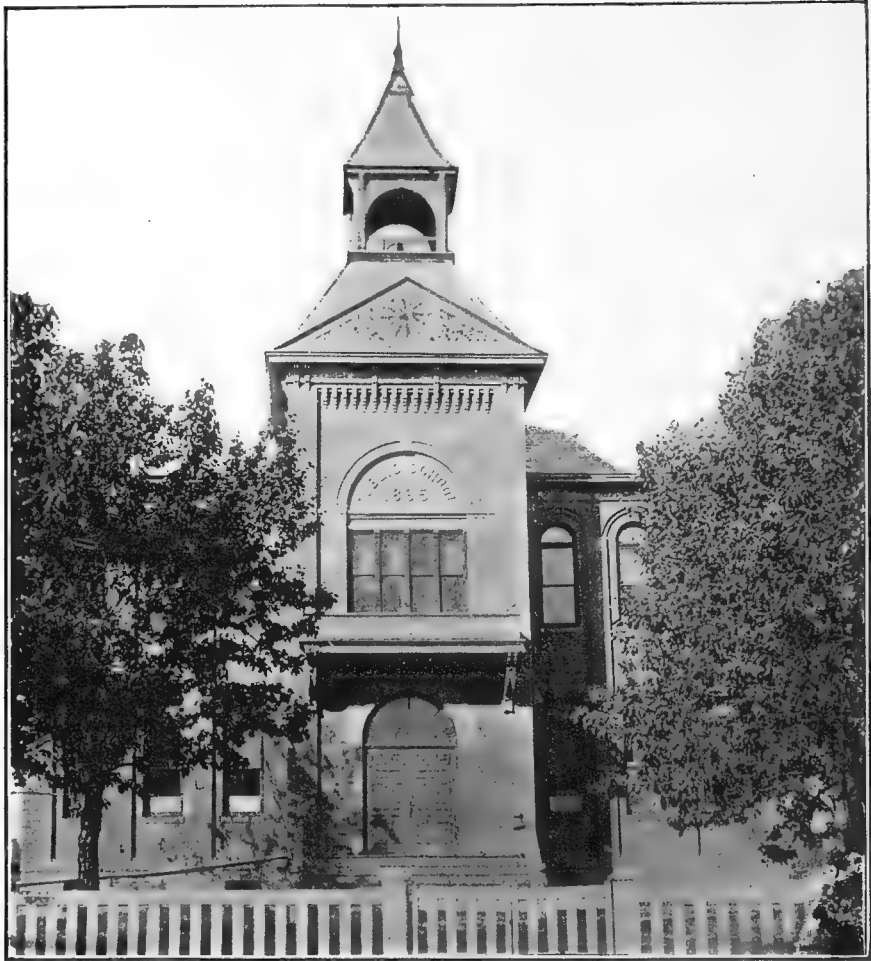
$$(2) a=b=c.$$

6. (a) Find the relation between the roots and the coefficients of a quadratic equation of the form $x^2+mx+n=0$.

4+6+6 (b) Show that, if the difference between the roots of $x^2+ax+b=0$ be equal to the difference between the roots of $x^2+px+q=0$, $a^2-4b=p^2-4q$.

(c) Solve $\sqrt{x+1} + \sqrt{x} = \frac{3}{\sqrt{1+x}}$. What kind of an equation is this?

$$7. \text{ Solve (a) } (x^2+x)(x^2+x+1)=42.$$



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5×3

$$(b) \frac{1}{x} - \frac{1}{y} = 2, \frac{1}{x^2} - \frac{1}{y^2} = 20.$$

(c) Show that the least value of $x^2 - 5x + 7$ is $\frac{3}{4}$.

8. (a) Find meanings for a^{-m} and $a^{\frac{1}{n}}$ consistent with the index law, and show that $a^{x-y} = \frac{1}{a^{y-x}}$.

(b) Express the following with radical signs and positive indices :
6+4+3+4

$$(1) a^{\frac{2}{3}}b^{\frac{1}{3}} - a^{-\frac{2}{3}}b^{-\frac{1}{2}}.$$

$$(2) 7a^{-\frac{1}{2}} + 3a^{-\frac{3}{2}}.$$

(c) What is a surd ? Distinguish between similar surds and surds of the same order.

(d) Simplify by rationalizing the denominators

$$(1) \frac{3 - \sqrt{5}}{3 + \sqrt{5}} - \frac{3 - 5\sqrt{2}}{4 + 2\sqrt{2}}.$$

10 9. Two trains leave A for B at an interval of $2\frac{1}{2}$ hrs. at 19 and 38 miles per hr. respectively. On a certain day the slower train was delayed 50 minutes on the way and reached B only 10 minutes before the other was due. Find the distance from A to B.

10 10. Out of a cask containing 60 gallons of alcohol a certain quantity is drawn off and replaced by water. Of the mixture a second quantity, 14 gallons more than the first, is drawn off and replaced by water. The cask then contains as much water as alcohol. How much was drawn off at first ?

Explain the second value of the equation.

STANDARD VII.

ENGLISH GRAMMAR AND RHETORIC.

TIME —TWO AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
J. F. BOYCE, B.A.

A.

And yet, dear heart, remembering thee,
Am I not richer than of old?
Safe in thy immortality,
What change can reach the wealth I hold?
What chance can mar the pearl and gold
Thy love hath left in trust with me?

Values

And *while* in life's late afternoon,
 When cool and long the shadows grow
 I walk to meet the night *that* soon
 Shall shape and shadow overthrow,
 I cannot feel *that* thou art far,
 Since near at need the angels are;
 And when the sunset gates unbar,
 Shall I not see *thee waiting stand*
 And *white* against the evening star,
 The *welcome* of thy beckoning hand?

- 12 1. State the function and relation of the dependent clauses.
- 10 2. Give the construction of the italicized words.
- 4 3. Give a detailed analysis of the last four lines.
- 10 4. State the various periods at which Latin has influenced the English Language, and indicate briefly the nature and extent of its influence.
- 10 5. Give and illustrate the special uses of (i) it, (ii) the present tense.
- 8 6. Write sentences to exemplify (i) an appositive adjective, (ii) an adverbial predicate adjective, (iii) the co-ordinating use of the pronoun *who*, (iv) the verb *appear*, first as a verb of incomplete predication then as a verb of complete predication.

B.

In the city the spring comes earlier than it does in the country, and the horse-chestnuts in the sheltered squares sometimes break into blossom a fortnight before their brethren in the open fields. That year the spring came earlier than usual, both in the country and in the city, for March, going out like a lion, made an April-fool of the following month, and the huge banks of snow heaped high by the sidewalks vanished in three or four days, leaving the gutters only a little thicker with mud than they are accustomed to be. Very trying to the convalescent was the uncertain weather, with its obvious inability to know its own mind, with its dark fog one morning and its brisk wind in the afternoon, with its mid-day as bright as June, and its sudden chill descending before night-fall.

Yet when the last week of April came, and the grass in the little square around the corner was green again, and the shrubs were beginning to flower out, the sick man also felt his vigor returning. His strength came back with the spring, and restored health sent fresh blood coursing through his veins as the sap was rising in the branches of

Values

- the tree before his window. He had had a hard struggle, he knew, although he did not suspect that more than once he had wrestled with death itself. Now his appetite had awakened again, and he had more force to withstand the brooding sadness which sought to master him.

The tree before his window was but a shabby sycamore, and the window belonged to a hall bedroom in a shabby boarding house down a side street. The young man himself lay back in the steamer chair lent him by one of the few friends he had in town, and his overcoat was thrown over his knees. His hands shrunken but sinewy, lay crossed upon a book in his lap. His body was wasted by sickness, but the frame was well knit and solid. His face was still white and thin, although the yellow pallor of the sick-bed had gone already. His scanty, boyish beard that curled about his chin had not been trimmed for two months, and his uncut brown hair fell thickly on the collar of his coat. His dark eyes bore the mark of recent suffering, but they revealed also a steadfast soul, strong to withstand misfortune.

- 12 **7.** (a) Give the topic of each paragraph.
 (b) Show how each paragraph is developed from the preceding.
 (c) Give the rules for paragraph development and show that each rule is exemplified here.
- 6 **8.** What type of composition is this? What kinds of sentences are used and why are they suitable?
- 6 **9.** Remark on the similarity of thought in the last sentence of each paragraph. What do you suppose is the purpose of this?
- 8 **10.** Comment on the expressiveness of (i) "know its own mind," (ii) "blood coursing through his veins," (iii) "appetite had awakened," (iv) "brooding sadness."
- 8 **11.** Discuss the author's style under the headings:
 (a) Clearness.
 (b) Choice and use of words.
- 6 **12.** Compare and contrast the uses of the introduction and the conclusion in an essay.

STANDARD VII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { W. H. THOMPSON, B.A.
J. F. BOYCE, B.A.

NOTE.—*Eight questions count a full paper. Candidates may take either question 8 or question 9, but not both.*

Values

- 4 1. (a) Distinguish the terms *analysis* and *synthesis*, *dissociate* and *sublime*.
- 5 (b) On what grounds do you consider hydrogen and oxygen to be chemical elements, and water to be a compound of these?
- 6=3+3 2. (a) Classify oxides according to the effect their solutions in water produce on litmus. How would you determine to what class the oxides of sodium, sulphur and manganese belong respectively?
- 12=8+4 (b) Compare the properties of carbon monoxide and carbon dioxide. How is carbon monoxide distinguished from hydrogen?
- 12=6+1+5 (c) How is carbon dioxide prepared? Draw the apparatus used. Write a note on the relation of carbon dioxide to life.
- 7=6+1 3. (a) Give an experimental method of finding the proportion of nitrogen in air, with diagram of apparatus.
- 6=3+3 (b) Explain how bleaching is effected by (i) ozone, (ii) chlorine.
- 6 4. (a) Given some hydrochloric acid solution, how would you proceed to neutralize it *exactly*?
- 2 (b) If the resulting liquid is evaporated to dryness, what substance remains? Give the equation.
- 5 (c) Five bottles are placed before you, each containing one of the following gases: Ammonia, nitrogen, hydrochloric acid, carbon dioxide, nitric oxide. How would you identify most simply the contents of each bottle?
- 2 5. (a) State (i) Avogadro's Hypothesis, (ii) the relation which enables one to find the volume of a gas when its weight in grams is known.
- 3 (b) Show what use is made of either of these.
- 8 (c) 24 g. sulphur is burned in nitrous oxide (N_2O). Find (i) the weight, (ii) the volume of the oxide consumed

Values

and of each of the products of the combustion.
[S=32; O=16; N=14.]

6. (a) Tell how to prepare nitric acid. Give a drawing of the apparatus used, and write the equation representing the reaction.
- 4 (b) State the properties of this acid.
- 5 (c) What property of potassic nitrate makes it of value as an ingredient of gunpowder? Explain the chemical action that takes place when gunpowder is exploded. (Gunpowder is a mixture of sulphur, charcoal and potassic nitrate.)
- 16 7. (a) Mention the uses to which the various forms of carbon are put, and specify in each case the property of that form of the element which renders it valuable for the purpose mentioned.
- 4 (b) Explain the "smoking" of an ordinary lamp.
- 6 8. (a) Describe fully how to conduct Marsh's test for arsenic. Draw the apparatus.
- 4 (b) Write fully on the use of arsenic compounds as medicine and as poison.
9. Portions of common salt, potassic bromide and potassic iodide are placed in separate test-tubes and treated with strong sulphuric acid. (i) Give observations. (ii) Write the equations that represent the reactions in full. (iii) Account for the dissimilarity of the results.

STANDARD VII.

LATIN AUTHORS.

TIME —TWO AND ONE-HALF HOURS.

1. Quibus rebus cognitis, principes Britanniae, qui post proelium factum ad ea, quae jusserat Caesar, facienda convenerant, inter se colloquuti, quum equites et naves et frumentum Romanis deesse intelligerent et paucitatem militum ex castrorum exiguitate cognoscerent, quae hoc erant etiam angustiora, quod sine impedimentis Caesar legiones transportaverat, optimum factu esse duxerunt, rebellione facta, frumento commeatuque nostros prohibere, et rem in hiemem producere, quod, iis superatis aut reditu interclusis, neminem postea belli inferendi causa in Britanniam transiturum con-

fidebant. Itaque, rursus conjuratione facta, paulatim ex castris discedere, ac suos clam ex agris deducere coeperunt.

- (a) Translate.
- (b) Account for the case of: *facienda, hoc, frumento, iis, neminem*.
- (c) Give the grammatical relation: *ea, colloquuti, angustiora, factu, interclusis*.

2. Equites hostium essedarii que acriter proelio cum equitatu nostro in itinere conflixerunt, tamen ut nostri omnibus partibus superiores fuerint atque eos in silvas collesque compulerint; sed compluribus interfectis cupidus insecuti nonnullos ex suis amiserunt. At illi intermisso spatio imprudentibus nostris atque occupatis in munitione castrorum, subito se ex silvis ejecerunt impetuque in eos facto, qui erant in statione pro castris collocati, acriter pugnaverunt, duabusque missis subsidio cohortibus a Cæsare etque his primis legionum duarum, cum hae perexiguo intermisso a spatio inter se constitissent, novo genere pugnae perterritis nostris per medios audacissime perupperunt seque inde incolumes receperunt.

- (a) Translate.
- (b) Give the principal parts of: *compulerint, perupperunt, ejecerunt*.
- (c) State definitely to whom each of the following refers: *compluribus, suis, illi, eos (in eos facto), his*.
- (d) Write explanatory notes on: *essedarii, his primis, novo genere pugnae*.
- (e) Account for the mood of: *fuerint, constitissent*.

3. Diverso interea miscentur moenia luctu,
et magis atque magis, quamquam secreta parentis
Anchisae domus arboribusque oblecta recessit,
clarescunt sonitus armorumque ingruit horror.
excitior somno et summi fastigia tecti
ascensu supero atque arrectis auribus asto:
in segetem veluti cum flamma furentibus Austris
incidit, aut rapidus montano flumine torrens
sternit agros, sternit sata laeta boumque labores
præcipitisque trahit silvas: stupet inscius alto
accipiens sonitum saxi de vertice pastor.
tum vero manifesta fides, Danaumque patescunt
insidiae. iam Deiphobi dedit ampla ruinam
Volcano superante domus, iam proximus ardet
Vcælegon; Sigea igni freta lata relucet.
exoritur clamorque virum clangorque tubarum.
arma amens capio; nec sat rationis in armis,

sed glomerare manum bello et concurrere in arcem
cum sociis ardent animi; furor iraque mentem
praecipitat, pulchrumque mori succurrit in armis.

- (a) Translate.
- (b) Compare *proximus*. Give the principal parts of *sternit*.
Account for the plural *animi*.
- (c) Write explanatory notes on: *Anchisæ, Danaum, Deiphobi, Volcano*.
- (d) *In segetem . . . pastor*. Indicate clearly what the comparison is.

4. 'Saepe fugam Danai Troia cupiere relictamoliri et longo fessi discedere bello;
fecissentque utinam! saepe illos aspera ponti
interclusit hiems, et terruit Auster euntis.
praecipue cum iam hic trabibus contextus acernis
staret equus toto sonuerunt aethere nimbi.
suspensi Eurypylum scitatum oracula Phoebi
mittimus, isque adytis haec tristia dicta reportat:
"sanguine placastis ventos et virgine caesa,
cum primum Iliacas, Danaï, venistis ad oras;
sanguine quarendi reditus animaque litandum
Argolica." Vulgi quae vox ut venit ad auris,
obstipuerunt animi gelidusque per ima cucurrit
ossa tremor, cui fata parent, quem poscat Appolo.

- (a) Translate.
- (b) Account for the case of: *reditus, animi*; and the mood of *parent*.
- (c) Parse *ponti, adytis, ima*.
- (d) Give the principal parts of: *staret, caesa, obstipuerunt*.
- (e) "*Sanguine caesa*." What is the reference?

STANDARD VII.

LATIN GRAMMAR, PROSE AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. Give with reasons the gender of:—*Olympus, fagus, poeta, nefas and margarita*.
2. (a) Decline in the singular:—*jus, bos, nubes, agger*.
(b) Decline in the plural:—*pes, mare, nix, radix*.
(c) Give genitive and gender of:—*homo, carmen, hiems, corpus*.

3. (a) Write in full:—fem. plur. of *miser*; neut. sing. of *alius*; neut. plur. of *idem*.
 (b) Compare:—*malus*, *gracilis*, *primus*.
 (c) Write the Latin numeral adjectives (cardinal and ordinal) from *one* to *five*. Give the corresponding numeral adverbs.
4. Give:
 (a) 3rd. sing. perf. ind. act. of:—*possum*, *coepe*.
 (b) 3rd. plur. pres. subj. act. of:—*volo*, *sum*.
 (c) 2nd. plur. plup. subj. pass. of:—*dedo*, *fero*.
 (d) 2nd. sing. and plur. imperative of:—*eo*, *nolo*, *edo* (to eat).
5. Express in Latin:—two forts; ten miles; they came to see; we eat to live; at home.
6. Translate into Latin:
 (a) The scouts brought word that the enemy would pitch his tent at the foot of the hill.
 (b) They all promised to come into camp with their baggage.
 (c) At the fourth hour of the day he reached Britain and there beheld armed troops on all the hills.
 (d) Do not think that you will often have as good an opportunity.
7. Illustrate in Latin sentences:
 (a) A verb governing the dative.
 (b) The partitive genitive.
 (c) The use of *fido*.
 (d) The dative of possession.
8. Translate into Latin:
 (a) When these things had been accomplished a ten days' thanksgiving was decreed by the senate.
 (b) At that time all the soldiers were afraid that they would be surrounded by the enemy, that they would be defeated and the city taken.
 (c) He himself in the meanwhile, until he learned that the legions had assembled, made up his mind to remain in Gaul.
9. Translate:
 Tria bella Romani cum Poenis gesserunt. Primo Regulus consul Romanus maxima cum laude terramique pugnabat. Poeni perterriti de pace agere

volebant. Ille tamen, nisi duris condicionibus, pacem dare noluit. Poeni tandem, commutatione rerum facta, Romanos magna clade vicerunt et Regulum ceperunt. Utrique jam captivos inter se reddere cupiunt. Regulus igitur a Poenis Roman missus est pollicitus nisi civibus suis ut captivos redderent persuaderet sese ad supplicium perferendum reditum esse.

Ubi ad urbem pervenit, captivorum permutationem incommodo rei publicae arbitratus, uxoris precibus liberorumque immotus, Carthaginem rediit. Paucis post diebus omnibus suppliciis necatus est.

Poenus—Carthaginian.

STANDARD VII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. Translate:

Et, ceci l'ayant étonné, il se cacha pour observer ce qui se passerait.

Et, après un peu de temps, il entendit un léger cri, et il aperçut la seconde mère rapportant en hâte la nourriture qu'elle avait recueillie, et elle la distribua à tout les petits indistinctement, et il y en eut pour tous, et les orphelins ne furent point délaissés dans leur misère.

Et le père qui s'était défié de la Providence reconta le soir à l'autre père ce qu'il avait vu.

Et celui-ci lui dit: "Pourquoi s'inquiéter? Jamais Dieu n'abandonne les siens. Son amour a des secrets que nous ne connaissons point. Croyons, espérons, aimons, et poursuivons notre route en paix.

"Si je meurs avant vous, vous serez le père de mes enfants; si vous mourez avant moi, je serai le père des vôtres.

"Et si l'un et l'autre, nous mourons avant qu'ils soient en âge de pourvoir eux-mêmes à leurs nécessités, ils auront pour père le Père qui est dans les cieux."

(a) Distinguish *passer*, *se passer*, *se passer de*.

(b) *Creux*.—What is the singular of this noun?

(c) *Meurs*.—Give the past participle. Write in full the present Indicative.

2. Translate:

Napoléon, avant d'ordonner cette charge des cuirassiers de Milhaud, avait scruté le terrain, mais n'avait pu voir ce chemin creux qui ne faisait pas même une ride à la

surface du plateau. Averti pourtant et mis en éveil par la petite chapelle blanche qui en marque l'angle sur la chaussée de Nivelles, il avait fait, probablement sur l'éventualité d'un obstacle, une question au guide Lacoste. Le guide avait répondu non. On pourrait presque dire que de ce signe de tête d'un paysan est sortie la catastrophe de Napoléon.

D'autres fatalités encore devaient surgir.

Était-il possible que Napoléon gagnât cette bataille? nous répondrons non. Pourquoi? à cause de Wellington? à cause de Blücher? non. À cause de Dieu.

- (a) *Chemin Creux*—Explain clearly the reference.
- (b) *Gagnât*—Parse fully.
- (c) *pu, mis*—Give the present participle of these verb forms.

3. Translate:

Et tandis que le soufre flambait, jetant dans le réduit sa lueur bleuâtre, je distinguai vaguement les agents de police accroupis sur l'homme en manches de chemise: l'un le tenait à la gorge, l'autre lui appuyait les deux genoux sur la poitrine; Madoc lui serrait les poings dans des menottes à faire craquer les os; l'homme semblait inerte; seulement une de ses grosses jambes, nue depuis le genou jusqu'à la cheville, se relevait de temps en temps et frappait le plancher par un mouvement convulsif... Les yeux lui sortaient littéralement de la tête... une écume sanglante s'agitait sur ses lèvres.

- (a) *Sur la poitrine*—Account for this use of the article. Give corresponding examples from the extract.
- (b) *Depuis*—Give sentences illustrating the various uses of this word.

4. Translate:

La seule chose qui soit vraiment remarquable dans ces ruines c'est l'escalier d'une citerne taillée dans le roc. À l'inverse des escaliers en volute, au lieu de cercles concentriques se rétrécissant à chaque marche, la spirale de celui-ci va s'élargissant, de sorte que le fond du puits est trois fois plus large que l'ouverture. Est-ce un caprice d'architecture, ou bien quelque autre raison qui a déterminé cette construction bizarre? Peu nous importe! Le fait est qu'il en résulte dans la citerne ce vague bourdonnement que chacun peut entendre en appliquant l'oreille contre un coquillage et que vous percevez les pas des voyageurs sur le gravier, le souffle de l'air, le murmure des feuilles, et jusqu'aux paroles lointaines de ceux qui passent au pied de la côte.

- (a) *Va*—Write in full the future indicative.
 - (b) *Que*—Parse fully. Distinguish from *qui*.
 - (c) *Ceux*—Give feminine plural.
5. Quote any two stanzas from *one* of the following poems:
L'Exilé, L'Automne, Le Vase Brisé.

— — —

STANDARD VII.

FRENCH GRAMMAR, COMPOSITION AND
SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

I.

1. Distinguish *ce qui*, *ce que* and *ce dont*. Give sentences illustrating the correct use of each.
2. Give the corresponding gender of the following adjectives:
faux, sèche, active, vieux, facile.
3. What general rules govern the position of objects with the Imperative Negative. Illustrate by examples.
4. (a) Give some of the common uses of the Subjunctive.
(b) Translate:
 - (i) I am sorry she is not here.
 - (ii) You must go.
 - (iii) Are you glad she is some better?
5. Write in full:
 - (a) Future Indicative of *voir*.
 - (b) Present Indicative of *vivre*.
 - (c) Conditional of *lire*.
 - (d) Past Definite of *finir*.
 - (e) Imperfect Indicative of *rompre*.

II.

Translate into French:

- (i) At what time did you come? We came at seven o'clock in the evening.

- (ii) I was very tired and rested for an hour before dressing for dinner.
- (iii) Have you any apples? Let us give them some. Give me some.
- (iv) I am very sorry she is not here to-day. You must remain with us.
- (v) What day of the month is this? To-day is the fifteenth.
- (vi) If he had time he would finish his lesson.
- (vii) I shall speak to him when he comes.
- (viii) Bananas are dear. We pay twenty cents a dozen for them.
- (ix) The lily of the valley is smaller than the others, but it is more charming.

III.

Translate into French:

For a long time there was no sign of land—nothing but the expanse of waters around him. Day after day, and night after night, passed by. The men who were with him became alarmed, and tried to compel him to return. But he held bravely on his course and would not turn back. At last the great Atlantic Ocean was crossed, and one of the West India Islands appeared in sight.

IV.

Translate into English:

Un chat faisait, nuit et jour, la guerre à des souris dans une vieille maison. Il en avait déjà tué un très grand nombre, et celles qui restaient, n'osant quitter leurs trous, couraient risque d'y mourir de faim. Elles s'assemblèrent donc pour voir ce qu'il y aurait à faire, afin d'éviter les griffes du chat. Alors une d'elles, se levant de son siège, dit gravement: 'Pour moi, je crois que le meilleur moyen est de lui attacher une sonnette au cou. Cela nous avertira quand il sera dans notre voisinage, et nous pourrions aisément à notre sûreté par la fuite.' Toutes les autres convinrent qu'on ne pouvait imaginer un meilleur expédient. 'Mais, dit une vieille souris, qui avait tout écouté sans rien dire, qui est-ce qui attachera la sonnette au cou du chat?' Pas une ne voulut l'entreprendre: ainsi l'expédient tomba.

STANDARD VII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. Translate:

Als sie nun dem Eremiten Alles erzachlt hatte, ging er in die Kappelle, betete dort lange zur Jungfrau Maria und sagte dann, als er weider herauskam: "Du kannst deinen Mann noch erloesen, aber es ist schwer. Faengst du es an und bringst es nicht zu Ende, so muszt du selbst auch verrosten. Viel Unrecht hat dein Mann sein Lebtag gethan, und stolz und hart gegen die Armen ist er gewesen willst du fuer ihn betteln gehen, barfusz und in Lumpen wie das aller-aermste Bettelweib, so lange bis du hundert Goldgulden erbettelt hast, so ist dein Mannerloest. Dann nimm ihn an der Hand, gehe mit ihm in die Kirche und lege die hundert Ooldgulden in das Kirchbecken fuer die Armen. Wenn du das thust, so wird Gott deinem Manne seine Suenden vergeben, der Rost wird abgehn, und er wird wieder so weisz werden wie zuvor."

- (a) Give the principal parts of: *ging, bringst, gethan, nimm, lege, thust.*
- (b) Parse: *alles, barfusz, Manne, Armen.*
- (c) Account clearly for the position of all the verbs in sentence 1.
- (b) Distinguish *du* and *ihr* as pronouns of address.

2. Translate:

Als dies der junge Edelmann vernommen, ging er in das Schloz, entdeckte sich dem Koenig, erinnerte ihn daran, wie er bei ihm Edelknabe gewesen sei, und erzaelhte ihm, dasz er seiner Tochter zu Liebe Glaser geworden und sie nun gar gerne heiraten und nach 5 seinem Tode Koenig werden wolle.

Da liesz der Roenig die Prinzessin rufen und fragte sie, ob der junge Edelmann ihr gefiele, und als sie dies bejahte, weil sie ihn gleich erkannte, sagte er dann weiter, er solle nun auch seine Handschuhe ausziehen 10 und zeigen ob er auch Sammtpatschen habe. Aber die Prinzessin meinte, dies sei ganz unnoetig, sie wisse es ganz genau dasz er wirklich Sammtpatschen habe Sie haette es schon damals gemerkt, als er sie die Treppe hinaufgefuehrt haette. 15

- (a) *der junge Edelman*—Decline fully.
- (b) *liesz...rufen*—Explain any peculiarity of construction.

- (c) Parse: *ihr* (l. 8), *sei* (l. 12), *sie* (l. 5).
 (d) *zeigen, ziehen*—Distinguish in meaning and give principal parts of each.

3. Translate:

Es war einmal eine kleine suesze Dirne, die hatte jeder-
 mann lieb, der sie nur ansah, am allerliebsten aber
 ihre Grossmutter, die wuszte gar nicht, was sie alles
 dem Rinde geben sollte. Einmal schenkte sie ihm
 ein Kaepfchen von rotem Sommet, und weil ihm 5
 das so wohl stand, und es nichts anders mehr tragen
 wollte, hiesz es nur das Rotkaepfchen. Eines Tages
 sprach seine Mutter zu ihm "komm, Rotkaepfchen,
 da hast du ein Stueck Kuchen und eine Flasche Wein,
 bring' das der Grossmutter hinaus: sie ist krank und 10
 schwach und wird sich daran laben. Mach' dich auf
 bevor es heisz wird. und wenn du hinauskommst, so
 geh hiebsch sittsam und lauf nicht vom Weg ab,
 sonst faellst du und zerbrichst das Glas und die Gross-
 mutter hat nichts. Und wenn du in ihre Stube kommst, 15
 so vergisz nicht guten Morgen zu sagen und guck'
 nicht erst in alle Ecken herum."

- (a) Account for the use of *die* (l. 14) and *der* (l. 2).
 (b) *Am allerliebsten*—Explain clearly this form of the superlative.
 (c) *eines Tages*—Explain the construction.
 (d) Give principal parts of: *Stand, sprach, lauf, vergisz, bring*.

4. Translate:

Fraget nicht, warum ich traure
 In des Lebens Bluetenzeit!
 Alles freuet sich und hoffet,
 Wenn der Fruehling sich erneut.
 Aber diese tausend Stimmen
 Der erwachenden Natur
 Wecken in dem tiefen Busen
 Mir den schweren Kummer nur.

Was soll mir die Freude frommen,
 Die der schoene Lenz mir beut?
 Eine nur ist's, die ich suche,
 Sie ist nah und ewig weit.
 Sehndend breit' ich meine Arme
 Nach dem teuren Schattenbild,
 Ach, ich kann es nicht erreichen,
 Und das Herz bleibt ungestillt!

Komm herab, du schoene Holde,
 Und verlasz dein stolzes Schloesz!

Blumen, die der Lenz geboren,
Streu' ich dir in deinen Schoosz.
Horch, der Hain erschallt von Liedern,
Und die Quelle rieselt klar!
Kaum ist in der kleinsten Heute
Fuer ein gluecklich liebend Paar.

5. Quote *two* stanzas from any one of the following poems:
Lorelei, Mignon, Das Schlosz am Meere.
-

STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND
SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

I.

1. Distinguish the use of *wenn* and *als*. Illustrate your answer by examples.
2. Decline in the four cases, singular and plural:
 - (a) *ein deutscher Soldat*.
 - (b) *der gute Mann*.
3. What is meant by the Absolute Superlative?
Give two examples in illustration.
4. Write down the feminine, the genitive singular, and the nominative plural of *Vater, Knabe, Herr, Sohn, Freund*.
5. (a) State the place of the participle and the infinitive in the construction of compound tenses.
(b) Translate into German:
 - (1) My brother has had money.
 - (2) Will the boy have a table and chair in his room?
 - (3) Our friends have had much pleasure for the weather was warm and beautiful.
6. Translate the following sentences into German, using the indirect form of speech:
 - (a) They said, "It is true."
 - (b) He answered, "I have arrived to-day."
7. Compare *hoch, wenig, viel, angenehm lang*.

II.

Translate in German:

- (1) These exercises are not difficult.
- (2) Our French books are more interesting than yours.
- (3) The shops have been shut earlier this week.
- (4) She has sent me no answer to my letter.
- (5) Do you believe the story which Mrs. Brown has told us?
- (6) We cannot speak about these things now; it is time to go to the concert.
- (7) I did not know whether he was satisfied with his pupils.
- (8) As soon as the man with Richard had seen the mark, he brought the horse to the shore and attempted to lead it into the water. The horse hesitated and would not go in, but the old man went on ahead and pulled it by a rope. The water was three or four feet deep and he could scarcely stand firmly. The young savage (Wilde) noticed that the stream drew the old man downwards and hastened back to help him. But suddenly the old man sank into a hole and disappeared in the water before the other could reach him.

III.

Translate into English:

Kaum eine halbe Meile weiter fanden sie den Bach, und auf dem Boden waren viele Spuren von barfueszigen Wilden und von einem Pferde; aber gar keine Spur von einem Schuh.

Dann sagt Herr Braun: "Sie lassen ihn vielleicht auf dem Pferde reiten, so koennen sie ihn viel schneller fortbringen, und in ihrem Lager werden wir ihn nicht finden."

"Das ist wahr," antwortet Marie, "ich habe das Messer nahe bei dem Lager gefunden und habe doch kein weiszes Kind gesehen. Aber wir wissen noch nicht, dasz die Wilden ihn gefangen haben. Vielleicht ist er hierher gekommen, un den Vogel zu suchen und hat gesehen, dasz sie das Pferd gestohlen haben. Dann hat er sich aus Furcht verborgen und will da warten, bis sie ganz fort sind."

STANDARD VIII.

LITERATURE—(TENNYSON AND HAWTHORNE).

TIME—TWO AND ONE-HALF-HOURS. EXAMINERS { G. J. BRYAN, B.A.
J. M'CAIG, M.A., LL.B.

Values

- 12 1. Compare 'The Palace of Art' and 'Locksley Hall' under the following heads: Method of treatment, ethical purpose, feeling, action, figurative language, metre.
- 10 2. Write a brief criticism of Tennyson with especial reference to (a) delineation of character, (b) choice of subjects, (c) power of invention, (d) pictorial power, (e) political and religious beliefs.
- 8 3. Discuss the growth of faith in 'In Memoriam.'
4. "When on my bed the moonlight falls,
I know that in thy place of rest
By that broad river of the west,
There comes a glory on the walls:
- Thy marble bright in dark appears,
As slowly steals a silver flame
Along the letters of thy name,
And o'er the number of thy years.
- The mystic glory swims away;
From off my bed the moonlight dies;
And closing eaves of wearied eyes
I sleep till dusk is dipt in gray:
- And then I know the mist is drawn
A lucid veil from coast to coast,
And in the dark church like a ghost
Thy tablet glimmers to the dawn."
- 6 (a) Interpret the above extract and show its connection in the poem.
- 4 (b) Wherein lies the charm of the above passage?
- 5 (c) Show the suitability of the metre to the pervading feeling of the poem.
- 6 (d) Discuss the force of 'mystic,' 'dipt,' and 'lucid.'
- 4 (e) Show the appropriateness of the figurative expressions.
- 10 5. "A power has gone that nothing can restore;
A deep distress hath humanized my soul."
In the light of the above quotation discuss the ultimate effect of the loss of Amy upon the hero of 'Locksley Hall.'

Values

5. Give a brief criticism of 'The Tempest' under the following heads:
- 5 (a) Unities of time and place.
- 5 (b) Moral tone.
- 5 (c) Movement.
- 10 6. Sketch briefly the characters of Calaban and Miranda.
- 5 7. In what sense is Scene I, Act I, a fitting introduction to 'The Tempest'?
- 9 8. Distinguish between Tragedy and Comedy. To which class does 'The Tempest' belong? Give reasons for your answer.
- 5 9. What is the dramatic value of Ariel in the play?
- 8 10. "All thy vexations
Were but my trial of thy love, and thou
Hast strangely stood the test; here, afore heaven,
I ratify this my rich gift."
Show clearly the nature of the vexations and the manner
in which they were borne by Ferdinand.
- 8 11. How is Milton's character revealed in L'Allegro and Il Penseroso?
- 2 12. (a) What is the ethical purpose of Comus?
- 8 (b) Give a brief analysis of the poem to show how this purpose is realized.
13. "Fame is no plant that grows on mortal soil,
Nor in the glistening foil
Set off to th' world, nor in broad rumor lies."
- 3 (a) State clearly the thought in your own words.
- 3 (b) In what connection does this extract stand in the poem to which it belongs?
- 4 (c) What is the direct and indirect purpose of the poem?
- 3 (d) Discuss the suitability of the metrical arrangement to the thought conveyed.
- 6 14. Point out the difference with respect to purpose and form of expression between poetry and prose.

STANDARD VIII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { P. H. THIBAudeau, B.A.
J. M'CAIG, M. A., LL.B.

NOTE.—*Candidates will write on one topic in group "A" and one in group "B."*

Values

A.

- 35 (a) The Boyhood of Arthur Pendennis.
(b) "Then welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids nor sit nor stand but go!
Be our joys three parts pain!
Strive, and hold cheap the strain;
Learn nor account the pang; dare, never grudge the
throe!"

B.

- 40 (a) The Modernization of China.
(b) The Commercial Supremacy of Britain.

STANDARD VIII.

ENGLISH LANGUAGE AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. J. BRYAN, B.A.
J. M'CAIG, M.A., LL.B.

Values

- 8 1. Write a brief note upon the origin and general characteristics of the Epic.
- 6 2. Distinguish between Perfect and Imperfect Personification. Give an example of each.
- 5 3. What is the effect of quantity upon English metre?
- 8 4. Describe briefly the sonnet of (a) Shakespeare, (b) Milton.
- 12 5. Write brief notes upon the subdivisions of the Teutonic branch of the Indo-European language.
- 9 6. Indicate the influence of (a) Celtic, (b) Latin, (c) Scandinavian upon the Anglo-Saxon language.

Values

- 10 7. Outline the principal changes in the English language during the Middle English period.
- 10 8. "The lexical changes that have gone on in it (Modern English) have been numerous." Show clearly the changes.
9. Suddenly the notes of the deep-laboring organ burst upon the ear, falling with doubled and redoubled intensity, and rolling, as it were, huge billows of sound. How well do their volume and grandeur accord with this mighty building! With what pomp do they swell through its vast vaults, and breath their awful harmony through these caves of death and make the silent sepulchre vocal! And now they rise in triumphant acclamation, heaving higher and higher their accordant notes and piling sound on sound. And now they pause, and the soft voices of the choir break out into sweet gushes of melody. They soar aloft, and warble along the roof, and seem to play about these lofty vaults like the pure airs of heaven. Again the pealing organ heaves its thrilling thunders, compressing air into music, and rolling it forth upon the soul. What long-drawn cadences! What solemn, sweeping concords! It grows more and more dense and powerful: it fills the vast pile, and seems to jar the very walls. The ear is stunned, the senses are overwhelmed. And now it is winding up in full jubilee; it is rising from earth to heaven. The very soul seems rapt away and floated upwards on this swelling tide of harmony!"
- 8 (a) Show how each sentence gives prominence to the topic of the paragraph.
- 10 (b) What are the prevailing types of sentence structure? Indicate their uses.
- 5 (c) Write a brief note upon (a) the selection, (b) the combination of words in this paragraph.
- 9 (d) What rhetorical devices are employed? State the purpose of each.

 STANDARD VIII.

CONSTITUTIONAL AND INDUSTRIAL HISTORY.

TIME —TWO AND ONE-HALF HOURS. EXAMINERS $\left\{ \begin{array}{l} \text{G. J. BRYAN, B.A.} \\ \text{J. M'CAIG, M.A., LL.B.} \end{array} \right.$

Values

- 10 1. Sketch briefly the political history of Canada from 1663 to 1841.

Values

- 20 2. Discuss Provincial Government under the following heads:
 (a) Duties and responsibilities of the Lieutenant-Governor.
 (b) Powers of the Legislature.
 (c) Concurrent powers of Parliament and Legislature.
 (d) Disallowance of Provincial Acts.
- 10 3. "There are two descriptions of the English Constitution which have exercised immense influence but which are erroneous."
 (a) What are the descriptions?
 (b) Point out the error in each case.
- 12 4. Indicate the use of the House of Lords in its dignified capacity.
- 10 5. Discuss, according to Bagehot, the functions of the House
 2 of Commons. Which is the most important function?
 3 Why?
- 12 6. To what extent has the material progress of Britain depended upon (a) the skill and energy of her people, (b) physical advantages?
- 10 7. Broadly outline the growth and decline of national control of industry.
- 11 8. "When the element of time is properly introduced, it is a mere paradox to assert that the interests of capital and labor are the same." Expand and explain.

STANDARD VIII.

TRIGONOMETRY.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{G. E. ELLIS, B.A.} \\ \text{J. W. BROWN, B.A.} \end{array} \right.$ *Values*

- 7+5+3 1. (a) Define and illustrate logarithms, characteristic and Mantissa. What is meant by the base of a system of logarithms? Show that in all systems $\log 1=0$.
 (b) What is the rule for writing the characteristic of a number? Illustrate it by writing the characteristic of the logarithms of—
 $\cdot 000106$, $500\cdot 03$, $\frac{1}{2\frac{1}{5}}$.
 (c) If the $\log 27$ is $-\frac{3}{5}$ what is the base?

Values

2. (a) Show that there can be only six ratios of an angle.
 4+4+2 (b) Find geometrically the ratios of 60° and 30° .
 (c) From the result in (b) deduce a relation between the ratio of any angle and its complement.
3. Prove the following—
 (a) $(\sin A + \cos A)^2 = 1 + \sin 2A$.
 4×3 (b) $1 + \cot^2 A = \operatorname{cosec}^2 A$.
 (c) Express all the ratios of an angle A in terms of $\tan A$.
4. (a) Deduce geometrically the sine of the sum of two angles.
 5+2+8 (b) Write the three other fundamental formulæ.
 (c) From these formulæ deduce any two of the following:
 (1) $\sin A$ in terms of $\frac{A}{2}$.
 (2) $\tan 2A$.
 (3) $\cos A + \cos B$.
5. A boy standing b feet behind and opposite the middle of
 10 a football goal sees that the elevation of the nearer crossbar is a , and the elevation of the farther one is B . Show that the length of the football ground is $b(\tan a \cot B - 1)$.
6. (a) Compare the ratios of $90^\circ + A$ with those of A .
 5+4+4 (b) Given $\cos A = \frac{4}{7}$ find algebraically the other ratios.
 (c) Find all the ratios of 120° .
7. (a) Prove that the area of any triangle is equal to $\frac{1}{2}$ the
 5+8+4 product of any two sides multiplied by the sine of the included angle.
 (b) Deduce the law of sines and thence show that $2R = \frac{a}{\sin A}$, where R is the radius of the circumscribed circle of triangle ABC .
 (c) Hence prove that $R = \frac{abc}{4S}$, where S is the area of the triangle ABC .
8. (a) Find the $\tan(A+B+C)$.
 4+3+5 (b) If $A+B+C=90^\circ$ prove $\tan A \tan B + \tan B \tan C + \tan C \tan A = 1$.
 (c) Prove that $1 + \cot 2O \cot 2O = \operatorname{cosec} 2O \cot O$.

Values

- 5 (c) The specific heat of ice is .5. Find the resultant temperature when 50 g. of ice at -4°C . is put into a vessel containing 10 g. steam at 100°C .
- 4 5. (a) Distinguish *noise* and *musical sound*, *intensity* and *quality* of a musical sound.
- 5 (b) Describe an experiment with a sonometer or a stringed instrument to show upon what pitch depends.
- 2 6. (a) State the theory of the transmission of sound.
- 4 (b) Show in full how to prove that a material medium is necessary for the transmission of sound.
- 4 (c) Explain the phenomenon of echoes.
- 2 7. (a) Distinguish *virtual image* and *real image*.
- (b) Trace the changes in the image of an object in a concave mirror as the latter is moved (i) from the mirror to the principal focus, (ii) from the principal focus to a great distance, along the principal focus. Illustrate by a sufficient number of diagrams.
- 10
- 4 8. (a) Explain *color* in objects.
- (b) Into a dark room are admitted separately and at different times (i) a beam of white light, (ii) one of red light, (iii) one of green light; and in each are held in turn a white, a black, a red and a green ribbon. What color has each ribbon in each case? Explain.
- 4 (c) Account for the apparent rising of a picture stuck to the bottom of a cube, or thick plate, of glass till it appears to an eye looking obliquely down at it as if it were in the glass. Use a diagram.
- 7 9. (a) Draw and describe one of the ordinary voltaic cells. Give the use of each part.
- 8 (b) Describe, and show clearly by diagram, one of the practical applications of the magnetic effect of the electric current.
- 7 10. (a) Develop the rule for combining cells to get the strongest current.
- (b) Find the strength of current from a battery of 12 cells connected (i) in series, (ii) in multiple, when the E. M. F. of each cell is 1.2 volts, its internal resistance .4 ohm and the external resistance of the circuit is 50 ohms.
- 5

STANDARD VIII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. W. BROWN, B.A.} \\ \text{G. E. ELLIS, B.A.} \end{array} \right.$ *Values*

1. (a) Factor $a^3 + b^3 + c^3 - 3abc$. (Show work.)
 (b) Hence show that the sum of the cubes of any three quantities is equal to 3 times the product of the quantities, provided that the sum of the 3 quantities is zero.
 (c) Examine if $x^n - a^n$ is divisible by $x - a$ and find 4 terms of the quotient.
2. (a) What is an irrational equation?
 (b) If A and B are the roots of $px^2 + qx + r = 0$ find the equation whose roots are $A + B$ and $\frac{AB}{A + B}$.
 (c) Solve $x^3 + 1 = 9y$.
 $x^2 + x = 6y$.
 (d) For what values of x will $x^3 + 2x^2 + 9$ and $x^3 - 4x + 15$ vanish.
3. (a) Find a meaning for x^m and for x^n consistent with the index law.
 (b) Simplify $\frac{a^2 + b^{-2} - a^2b^{-2} - 1}{a + b^{-1} + ab^{-1} + 1}$.
 (c) Find the square root of $4\frac{1}{2} + 2\sqrt{2}$.
 (d) If $x^2 = x + 1$, show that $x^5 = 5x + 3$.
4. (a) Define continued proportion. If three quantities are in continued proportion, show that the ratio of the first to the third is the duplicate ratio of the first to the second.
 (b) If $a(y + z) = b(z + x) = c(x + y)$ then $\frac{y - z}{a(b - c)} = \frac{z - x}{b(c - a)} = \frac{x - y}{c(a - b)}$.
 (c) The distance through which a body falls from rest varies as the square of the time it falls, and if a body falls 144 ft. in 3 seconds how far will it fall in 8 seconds?
5. (a) Write the Arithmetic, Geometric and Harmonic means of x and y .

Values

- (b) Deduce the formula for finding the sum of any number of terms of an A.P.
- (c) Find the sum of all the even numbers between 101 and 999.
- (d) Shew that if every alternate term of an A.P. be taken away the remaining terms form an A.P.
6. (a) Assuming the formula for the sum of n terms of a G.P. shew how to adapt it to find the sum of an infinite number of terms.
- 3+6 (b) Find the sum of 6 terms of the series $12-9+6\frac{3}{4}-+\dots$ and also the sum of the same series to infinity.
7. (a) Distinguish between the permutations and combinations of the letters a, b , and c , taken altogether.
- 3+5+7 (b) Assuming the formula for nP_r find the formula nC_r and shew that this is equal to ${}^nC_{n-r}$.
- (c) Numbers are formed by writing the five figures 12345 in every possible order. How many of these numbers are greater than 24000.
8. (a) Prove the binomial theorem when n is a positive integer.
- 5+4+3 (b) Using result in (a) expand $(1+x)^{-\frac{2}{3}}$ to 5 terms and write the general term.
- (c) Shew that the sum of the coefficients of the odd terms of a binomial expansion is equal to the sum of the coefficients of the even terms.
9. (a) Give reasons why ten is taken as the base of our system of common logarithms.
- 2+3 (b) Given $\log_{10} 5 = .69897$, find $\log_{10} 1.28$.
10. (a) Explain the meaning of a symmetrical expression.
- (b) Given the term $a^3(b^2-c^2)$ write the other terms symmetrical with this.
- 2+2+3+1 (c) Factor $a(b-c)^3+b(c-a)^3+c(a-b)^3$.
- (d) What theorem is made use of in c?
11. Two trains start at the same instant, the one from B to A and the other from A to B, the distance from A to B being 100 miles. These trains travel uniformly and meet in $1\frac{1}{2}$ hours, and one train gets to its destination 75 minutes before the other. Find the rates of the trains.
- 10

STANDARD VIII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS { J. W. BROWN, B.A.
G. E. ELLIS, B.A.*Values*

- 8 1. (a) Triangles on the same base, and between the same parallels, are equal.
- 4 (b) Show that any rectilineal figure may be converted into an equivalent triangle.
- 5 (c) A B C is any triangle, D a point in A B ; find a point E in B C produced such that the triangle D B E is equal to the triangle A B C.
- 8 2. (a) To divide a straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.
- 4 (b) Make the necessary construction to divide a line externally in medial section.
- 4 (c) Find algebraically the length of the greater segment in terms of the whole line.
- 8 3. (a) In every triangle, the square on the side subtending an acute angle is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle.
- 8 (b) Given the length of the three sides of any triangle calculate algebraically the lengths of the segments into which any side is divided by a perpendicular from the opposite angle.
- 8 4 (a) From a given point, either without or on the circumference, to draw a tangent to a given circle.
- 7 (b) In the diameter of a circle produced determine a point so that the tangent drawn from it to the circumference shall be of a given length.
- 9 5. (a) If a straight line touch a circle, and from the point of contact a chord be drawn, the angle which this chord makes with the tangent shall be equal to the angles which are in the alternate segments of the circle.
- 5 (b) State the converse of (a).
- 8 6. (a) Inscribe a circle in a triangle, A B C.
- 7 (b) If the escribed circle opposite the angle A of the triangle A B C touches the sides A B in P, B C in Q,

Values

and C A in R, and the inscribed circle touches the same sides in corresponding points in E, D and F, prove that $A P = A R =$ the semi-perimeter of the triangle A B C.

- 8 7. (a) To describe an isosceles triangle, having each of the angles at the base double of the third angle.
- 4 (b) Show that in the figure of (a) there are two triangles that possess the required property.
- 5 (c) Show that a regular pentagon may be inscribed in a circle by proposition (a).
- 8 8. (a) If a straight line be drawn parallel to one of the sides of a triangle, it shall cut the other sides, or those sides produced, proportionately.
- 7 (b) A B is a straight line, and C is any point in it; find in A B produced a point D such that $AD:DB = AC:CB$.

STANDARD VIII.

LATIN AUTHORS.

TIME --TWO AND ONE-HALF HOURS.

1. Vestris amicum fontibus et choris
Non me Philippis versa acies retro,
Devota non extinxit arbos,
Nec Sicula Palinurus unda.

Utcunque mecum vos eritis, libens
Insanientem, navita, Bosporum
Tentabo, et urentes harenas
Litoris Assyrii, viator;

Visam Britannos hospitibus feros,
Et laetum equino sanguine Concānum,
Visam pharetratos Gelonos
Et Scythicum inviolatus amnem.

Vos Caesarem altum, militia simul
Fessas cohortes addidit oppidis,
Finire quaerentem labores,
Pierio recreatis antro:

Vos lene consilium et datis et dato
Gaudetis almae.

(a) Translate.

(b) Parse: *Philippis*, *visam*, *quaerentem*, *almae*, *dato*.

- (c) What incidents in the life of the poet are indicated in: *Vestris*. *unda* ?
- (d) Explain the allusions in: *litoris Assyrii, Britannos hospitibus feros, Fessas cohortes addidit oppidis, Pierio autro*.

2. Prudens futuri temporis exitum
Caliginosa nocte premit deus
Ridetque, si mortalis ultra
Fas trepidat. Quod adest memento

Componere aequus: cetera fluminis
Ritu feruntur, nunc medio aequore
Cum pace delabentis Etruscum
In mare, nunc lapides adesos

Stirpesque raptas et pecus et domus
Volventis una non sine montium
Clamore vicinaeque silvae,
Cum fera diluvies quietos

Irritat amnes. Ille potens sui
Laetusque deget, cui licet in diem
Dixisse vixi: cras vel atra
Nube polum pater occupato,

Vel sole puro: non tamen irritum,
Quodcunque retro est, efficiet neque
Diffinget infectumque reddet,
Quod fugiens semel hora vexit.

- (a) Translate.
- (b) Parse:—*volventis, adesos, vexit*.
- (c) Derive:—*caliginosa, deget*.
- (d) What figure is found in *occupato*?
- (e) What is the object of the poet in the ode from which this extract is taken?

3. Ego multos homines excellenti animo ac virtute fuisse, et sine doctrina naturae ipsius habituprope divino per se ipsos et moderatos et graves extitisse, fateor: etiam illud adjungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam. Atque idem ego contendo, cum ad naturam eximiam atque illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere exsistere. Ex hoc esse hunc numero, quem patres nostri viderunt, divinum hominem Africanum; ex hoc C. Laelium, L. Furium, moderatissimos homines et continentissimos: ex hoc fortissimum virum et illis temporibus doctissimum, M. Catonem illum senem: qui profecto si nihil ad

percipiendam colendamque virtutem litteris adjuvantur, numquam se ad earum studium contulissent. Quod si non hic tantus fructus ostenderetur, et si ex his studiis delectatio sola peteretur, tamen, ut opinor, hanc animi adversionem humanissimam ac liberalissimam judicaretis.

- (a) Translate.
 - (b) Write brief explanatory notes on:—*Laelium, illum senem*.
 - (c) Parse:—*illud, nihil, litteris*.
4. Ille erat unus timendus ex istis omnibus, sed tam diu, dum urbis moenibus continebatur. Omnia norat, omnium aditus tenebat: appellare, temptare, sollicitare poterat, audebat: erat ei consilium ad facinus aptum, consilio autem neque manus neque lingua deerat. Iam ad certas res conficiendas certos homines delectos ac descriptos habebat. Neque vero, cum aliquid mandaratum, confectum putabat: nihil erat quod non ipse obiret, occurreret, vigilaret, laboraret. Frigus, sitim, famem, ferre poterat. Hunc ego hominem tam acrem, tam audacem, tam paratum, tam callidum, tam in scelere vigilantem, tam in perditis rebus diligentem, nisi ex domesticis insidiis in castrense latrocinium compulsem,—dicam id quod sentio, Quirites,—non facile hanc tantam molem mali a cervicibus vestris depulsem.
- (a) Translate.
 - (b) *Ille*: to whom does this refer? Write a brief biographical note.
 - (c) Give the rules for such forms as *norat, mandaratum*.
 - (d) Parse *obiret* and *confectum* and give genitive and gender of *facinus, frigus, cervicibus*.

STANDARD VIII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Decline in full: *genus, senex, domus, tres*.
 (b) Give the meaning of : *gratia, gratiae; opis, opes; mos, mores*.
 (c) Compare: *similis, multus, ultimus, juvenis*.
2. Derive nouns from *nidus* and *filius*; an adjective from *frango*; and adverbs from *sto, gradus* and *brevis*. Give

the meaning of the derived words and state the force of the suffix.

3. Distinguish:—*quis homo, qui homo; amare coepit, amari coeptus est; vereor ne veniat, vereor ut veniat; aedes* (sing.), *aedes* (plur.); *recentissimus, novissimus*.
4. (a) Give in full:—imp. subj. of *dare*; pres. indic. pass. of *fero*; perf. indic. pass. of *aufero*; plup. indic. of *fin*; imperative of *memini*.
 (b) Give the principal parts of:—*seco, deleo, confiteor cedo, tollo, sentio*.
5. (a) Translate and explain the cases of the words in italics:—*Ego rus ibo. Decem annos vixit. Iphicrates fuit animo magno et corpore. Roma accepi litteras.*
 (b) Translate and account for the mood of the verbs in italics:—*Themistocles noctu ambulabat quod somnium capere non posset. Homini natura rationem dedit qua regetur animus. Ne sit summum malum dolor malum certo est.*
 (c) Account for the tense of *ambulabat*.
6. Translate the following expressing purpose in at least three ways:—Let us send envoys to ask the leaders of the enemy for peace.
7. Translate:
 - (a) Metellus said he would not place garrisons in the towns which had yielded to him. (Indirect narration.)
 - (b) We ought to have prevented him from doing this.
8. Translate into Latin:

In the year of Rome 484, the Caricini, whose fields the Romans had often laid waste, having heard that the forces of the Samnites had been collected and were marching against Rome, resolved to give them help. The Romans, quickly taking up arms, repelled their attack and themselves made many incursions into their territories. The Caricini, however, were not easily subdued; for, when their city was besieged they resisted the whole Roman power with such bravery that the consuls themselves thought that the city could not be taken.

STANDARD VIII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS.

1. Translate:

RATINOIS. Je vous remercie, c'est fait! (*A part.*)
Ah ça! je me porte comme le pont Neuf!... qu'est-ce
que je vais lui conter?

MALINGEAR, *quittant la plume et se tournant vers Ratinois.*
Voyons, qu'est-ce que vous avez?

RATINOIS. Monsieur, depuis huit jours environ....
(*On frappe plusieurs coups avec la main à la porte de gauche.*)

MALINGEAR, *criant.* C'est bien, attendez! (*A part.*)
C'est ma femme qui frappe pour faire croire qu'il y a
du monde!....

RATINOIS, *à part.* Le dix sept qui s'impatiente!

MALINGEAR. Je vous écoute.

RATINOIS. Monsieur, depuis huit jours.... quand je
dis huit jours, il y en a neuf.... je suis allé à Saint-
Germain par le chemin de fer et revenu de même. En
rentrant chez moi, ma femme me dit: 'Comme tu es
rouge!.... Est-ce que tu es malade?....' Je lui
réponds: 'Je ne suis pas positivement malade.... mais
je me sens comme ci, comme ça.... Et je pris un
bain de pied.... Voilà comment ça m'est venu!'

MALINGEAR, *à part.* Il a l'air d'un brave homme!
(*Haut, se levant.*) Et qu'éprouvez-vous?

RATINOIS, *embarrassé.* Mon dieu! bien des petites
choses.... tantôt d'un côté.... tantôt de l'autre.

(a) *C'est fait*—Translate into French: It is all up with him.

(b) *Suis allé*—Account for the use of *sui's*. Name other
Intransitive Verbs which require *être* as auxiliary.

(c) *Un brave homme*—Distinguish from *un homme brave*.

2. Translate:

ROBERT. Pour faire de l'embarras, du genre, du
fla fla! Aujourd'hui, c'est la mode; on se jette de la
poudre aux yeux, on fait la roue.... on se gonfle....
comme des ballons.... Et quand on est tout bouffi de
vanité.... plutôt que d'en convenir.... plutôt que de
se dire: Nous sommes deux braves gens bien simples
.... deux bourgeois.... on préfère sacrifier l'avenir, le
bonheur de ses enfants.... Ils s'aiment.... mais on
répond.... Qu'est-ce que cela fait?.... Et voilà des
pères!.... Bonsoir! (*Il veut sortir.*)

RATINOIS, *le retenant vivement.* Mon oncle Robert,
restez!.... (*Emu.*) Mon oncle Robert,.... vous avez

des boucles d'oreilles . . . vous n'avez pas d'esprit, vous n'avez pas d'instruction . . . (*Se frappant le cœur.*) Mais vous avez de ça!

MALINGEAR . . . Oh! oui.

RATINOIS, *très ému.* Vous m'avez remué . . . vous m'avez bouleversé . . . Vous m'avez prouvé que je n'étais qu'un père à jeter par la fenêtre (*montrant Malingear*) et monsieur aussi . . . Mais ce n'est pas ma faute . . . c'est la faute de ma femme; elle me le payera! . . . (*S'attendrissant.*) Et je vous jure que si jamais . . . au grand jamais . . . vous me voyez broncher dans le chemin qui . . . que . . . qui . . . (*Tout à coup.*) Enfin, voulez-vous dîner avec nous? . . .

- (a) *Fait la roue*—Explain.
- (b) Distinguish *plutôt* and *plus tôt*. Illustrate by original examples.
- (c) *Mais vous avez de ça*—Explain what is meant.

3. Translate

Enfin, le mercredi matin, le moine parut sur l'horizon. C'était un digne homme, à tout prendre, que ce petit moine. Il s'était levé avant le jour pour nous apporter la liberté dans sa poche. Il remit au roi une lettre du gouverneur de la banque, et à Mme Simons un billet de son frère. Hadgi-Stavros dit à Mme Simons: "Vous êtes libre, madame, et vous pouvez emmener mademoiselle votre fille. Je souhaite que vous n'emportiez pas de nos rochers un trop mauvais souvenir. Si j'osais offrir un petit présent à mademoiselle, je la prierais d'accepter une bague antique qu'on pourra rétrécir à la mesure de son doigt. Elle ne provient pas du brigandage: je l'ai achetée à un marchand de Nauplie. Mademoiselle montrera ce bijou en Angleterre, en racontant sa visite à la cour du Roi des montagnes."

- (a) *S'était levé*—Translate into French: He goes to bed at ten o'clock.
- (b) *Avant*—Distinguish from *devant*.
- (c) Distinguish *porter*, *apporter*, *emporter*.
- (d) *Prierai*—Parse fully.
- (e) *Souhaite*—Translate into French: I wish you to remain.

4. Translate:

Le sentier que j'avais pris n'était pas un guide bien sûr, mais bientôt je reconnus que deux ou trois cavaliers s'avançaient derrière moi, et je m'apprêtai à les suivre, dans le cas où ils se dirigeraient sur le Parnès. Cinq minutes après, je vis apparaître deux dames montées sur des chevaux de manège et équipées comme des Anglaises

en voyage. Derrière elles marchait un piéton que je n'eus pas be peine à reconnaître: c'était Dimitri.

Avant même de distinguer la figure des deux amazones derrière leurs voiles de crêpe bleu, j'avais fait l'inspection de tout ma personne, et j'avais été assez satisfait. Je portais les vêtements que vous voyez, et qui sont encore présentables, quoiqu'ils me servent depuis bientôt deux ans. Je n'ai changé que ma coiffure: une casquette, fût-elle aussi belle et aussi bonne que celle-ci, ne protégerait pas un voyageur contre les coups de soleil. J'avais un chapeau de feutre gris à larges bords, ou la poussière ne marquait point.

- (a) *Pris*—Write in full the Present Subjunctive.
- (b) *Vis*—Parse fully.
- (c) *Que vous voyez...qui sont encore*—Account for the different forms of the relative.

STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS.

1. Give the corresponding gender of *femme*, *compagnon*, *vieille*, *duc*, *boeuf*; and the plural form of *travail*, *betail*, *ciel*, *oeil*, *gent*.
2. Write in full:
 - (a) Present Indicative of *aller*.
 - (b) Conditional of *mourir*.
 - (c) Past Definite of *prendre*.
 - (d) Future Indicative of *pouvoir*.
 - (e) Past Participles of *boire*, *plaire*, *lire*.
3. Give with example the rules for the agreement of the past participle.
4. Write a note on the position of adjectives in French. Give examples in illustration.

II.

5. Translate into French:
 - (1) How long have you been studying French? I have been studying it for three years.

- (2) Here are all the beautiful books which you have given him.
- (3) At what time did you begin to write? It was five minutes after nine on the Fourth of July.
- (4) Our friends live in Canada and in England.
- (5) We paid a dollar a dozen for them.
- (6) Let them go home if they wish.
- (7) If she were not tired she would sing us something.
- (8) I wish you to remain at home this week.
- (9) Give this to him and he will keep it.
- (10) Give me your pen and I will give you mine.
- (11) We had friends but we had no money.
- (12) She is sorry that you are not well.
- (13) Get up at five o'clock that you may start early.
- (14) He said nothing to anyone.
- (15) He is the most diligent and attentive boy of all.

III.

6. Translate into French:

A countryman noticed that many people wear spectacles while reading. He entered an optician's shop in order to purchase a pair of them for himself. The optician gave him a book, and several pairs of spectacles, which the countryman tried on successively only to (*pour*) declare immediately afterwards they were no good (*ne valoir rien*). Finally the impatient optician cast his eyes on the book which the countryman was holding, and perceived that he held it upside down. "My friend," said he to him, "the spectacles are good but perhaps you cannot read." "If I could read (*savoir*)," replied the other, "I would not use spectacles."

IV.

Translate:

Un jour il trouva un malheureux chat près d'expirer dans l'égout d'un ruisseau; il était percé d'un coup de broche et poussait des cris effrayants. Emu de pitié, il le cache sous son habit, le porte furtivement au grenier, lui fait un lit de foin, et vient lui donner à boire et à manger à toutes les heures du jour, partageant avec lui son déjeuner et son gouter, et lui tenant fidèle compagnie. Au bout de quelques semaines le pauvre animal avait recouvré la santé; il devint alors un excellent chasseur de souris, mais si sauvage qu'il ne se montrait plus qu'à la voix de son ami, sans jamais cependant le laisser approcher. Il se promenait autour

de lui, enflant sa queue se caresseant au mur, et fuyant au moindre mouvement, au bruit le plus léger, A la fois méfiant et reconnaissant, il vit toujours un homme dans son libérateur.

STANDARD VIII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF-HOURS.

1. Translate:

Lothair. (*sitzt auf der rechten Seite—liest einen Brief*)
 Natuerlich—natuerlich—immer wieder die alte Marotte
 von dem guten Onkel—es ist eigentlich zum Verzweifeln.
 (*Legt den Brief hin und steht auf.*) Andere wuerden
 zufrieden sein—wenn ein junger Mann solide und 5
 anstaendig lebt—er hat die fixe Idee, dasz ich austoben
 soll—ehe er etwas fuer mich thut. Solchen Onkel
 musz ich gerade haben—ich—dem alles Talent zum
 Toben abgeht. Ich habe mir wirklich Muehe gegeben
 —ein paar Rechnungen—das ist alles, was ich zu 10
 stande gebracht habe. Und er hat einen eisernen Kopf
 wenn er erfahrt, dasz ich hier immer solide gelebt habe—
 reist er wieder ab und laeszt mich sitzen. (*Ist auf-*
und abgegangen—setzt sich wieder und nimmt den Brief
vor.) Wann will er denn kommen? 15

- (a) *soll* (l. 7) Give the force of the modal auxiliary as here used.
- (b) Give the principal parts of: *hinlegen, aufstehen, sitzen, vornehmen, abgehen.*
- (c) Parse the following: *dem* (l. 8), *was* (l. 10).
- (d) Write a note on the declension of *solch*:
 - (i) When used alone.
 - (ii) After *ein*.
 - (iii) Before *ein*.

2. Translate:

Macdonald (*von links*). Was ist denn das?

Gibson. So—so—Gott sei Dank—

Sarah (*hat sich erholt*). Oh—ich habe einen Freund hier im Hause—er soll Sie zur Rechenschaft ziehen. (*Ab rechts.*)

Macdonald. Sie haben doch nicht weider gefruehstueckt?

Gibson. Oh, nein!

Macdonald. Gestern—

Gibson. Bitte, reden Sie kein Wort von gestern, ich wollte Sie soeben aufsuchen, Schieszen ist ja Unsinn—ich gebe jede Erklærung ab, die Sie wuenschen.

Macdonald. Weshalb?

Gibson. Sie sind ein Kamel—das heiszt, wollte ich sagen, ich habe Sie ein Kamel genannt.

Macdonald. Mich?—Wie?—Was?—

Gibson. Mit einem Wort—ich habe Sie beleidigt.

Macdonald. Nein—mein Herr—wenn Sie das gethan haetten—so lebten Sie heut' nicht mehr—

Gibson. So—das ist mir lieb juhoerer—aber habe ich Ihnen denn gar nichts gethan?

Macdonald. Nein—

Gibson. Ich war doch gestern—

Macdonald. Sie haben sich zurueckgezogen und sind den ganzen Tag nicht weider zum Dorschein gekommen—das war sehr verstaendig,—heut' scheint es mir aber sehr zweifelhaft, ob Sie ganz zurechnungsfaehig sind. (*Ab durch die Mitte.*)

Gibson. Das bin ich,—das bin ich!—o, jetzt verstehe ich, der junge Herr macht seine Spaesze mit mir, und ich blamiere mich.—Jetzt ist aber meine Geguld zu Ende. Die beiden Haescher sitzen noch im Wirtshaus—ich werde mir erlauben, mit dem jungen Herrn auch einen Witz zu machen. (*Ab durch die Mitte.*)

- (a) Distinguish and give the principle parts of: *ziehen zeigen, zeihen.*
- (b) *heiszt.* Give principal parts. Translate: What does that mean.
- (c) *gethan haetten*—Explain this use of the subjunctive.
- (d) *den ganzen Tag*—Account for the case. Translate: on the 1st of July; she arrived last Monday; I was ill for a whole week.
- (e) Distinguish *erlauben* and *sich erlauben.*

3. Translate:

Der Meszner wurde abgeschickt, Hans Liefrink zu suchen. Da trat er hinter dem Altar hervor, bescheiden und tief-bebewegt, aber so schoen und so voll unbewuszten aechten Stolzes, dasz jedes Auge mit Entzuecken an ihm hing. Der Buerger-meister, der einst das erste 5 gute Wort im Rath fuer ihn gesprochen, trat ihm entgegen und schuttelte ihm glueckwuenschend die Hand, der ganze Rath folgte seinem Beispiel mit Ausnahme Ruppacher's der finster an einer Saeule lihnte, weil er nicht durch das Gedraenge hatte entkoemmen koennen. 10 Seine Tochter hatte zu dieser feierlichen Gelegenheit die Klosterhut verlassen duerfen und stand hochaufgerichtet neben ihm, bleicher als je, aber mit einem selig verk-

laerten Ausdruck in dem reizenden Gesicht.

- (a) Give principal parts of *trat*, *hing*, *lehnte*, *verlassen*.
- (b) *Das erste gute Wort*—Decline fully.
- (c) Decline in singular and plural, using corresponding adjective: *Tochter*, *Auge*, *Wort*, *Hand*.
- (d) *ihm* (l. 7.) Parse and explain any peculiarity of construction.
- (e) *neben*.—What is the case government of this preposition? Name the other prepositions of the same class.

4. Translate:

Es war ein goettlich schoener Mittag, schattenlos lag die Welt vor ihm, die senkrechten Sonnenstrahlen verbannten jede Dunkelheit. Glanz und Herrlichkeit strahlte von dem blaugewoelbten Firmament nieder, strahlte wieder von dem gruenen Erdreich, von dem rauschenden Strom. Wie ein Maerchenschlosz hob sich in der Ferne die stolze Burg der Sponeck von dem goldenen Hintergrunde ab, und in starker Brandung, wie ein leidenschaftlich Liebender sich zu den Fueszen der Geliebten stuerzt, bespuelte der Rhein den schroffen Felsen der ihr zum sichern Fuszgestell diente. Drueben am jenseitigen Ufer schaeckerten Elsaesser Kinder und suchten mit Steinen herueber zu werfen.

- (a) Give principal parts of *lag*, *hob*, *werfen*.

STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME--TWO AND ONE-HALF HOURS.

1. (a) Make a list of German prefixes, classifying them as
 - (i) Inseparable prefixes.
 - (ii) Separable prefixes.
 - (iii) Prefixes separable and inseparable.
- (b) Translate into German:
 - (i) We have now almost finished with the first part of the book next week we begin to translate the second part.
 - (ii) Goethe's "Faust" has been translated into English by Bayard Taylor.
 - (iii) My father opened the letter and read it to the family.

2. What are the various German substitutes for the Passive Voice. Give examples in illustration.
3. (a) Name the Modal Auxiliaries.
 (b) Translate into German:
 - (i) I must have done it.
 - (ii) Thou shalt not steal.
 - (iii) What was I to do?
 - (iv) Let us remain here.
 - (v) She did not like to do it.
4. Distinguish in meaning *der Band* and *das Band*; *der Schild* and *das Schild*; *der Bauer* and *das Bauer*. Give in each case the plural forms.

PART II.

1. Translate into German:
 - (a) Most houses on this street have green shutters.
 - (b) The mountains on this side of the city are higher than those on the other side.
 - (c) When were you in the country last? I was there three weeks ago.
 - (d) The soldier was wounded by a ball.
2. Translate into German:
 - (a) During the summer I lived at my uncle's in Frederic Street.
 - (b) When will you write to (an) your uncle in London?
 - (c) Were the soldiers blamed by the generals?
 - (d) The little girls were playing in my nephew's garden.
3. Translate into German:
 - (a) What time is it? It is nearly half-past six.
 - (b) Will you be able to come in half an hour?
 - (c) I have no time to copy that letter now. I shall do it to-morrow.
 - (d) I did not know whether he was satisfied with his pupils.
4. Translate into German:

An old man had been cutting (*hauen*) wood for the winter and was carrying it home. The way was long and he was very weak. He threw down (*niederwerfen*) his load (*Last*, fem.) and implored (*anflehen*) death to release (*erlosen*) him from his troubles (*Not*, fem.) Death immediately stood before him and asked him what he desired. "I desire nothing," replied the old

man frightened (*erschrecken*) "but please, lift (*heben*) this load again on (*auf*) my back (*Rücken*)."

PART III.

1. Translate into English:

Die Japaner fuehren ein sehr einfaches Leben. Versuchen Sie, eine vollstaendige Liste des Inhalts eines gewoehnlichen englischen Hauses zu machen. Sie werden keine leichte Aufgabe haben, alles aufzuschreiben, was darin steht. Aber der Sachen in einem japanischen Hause wuerde die Liste allerdings viel kuerzer sein und wuerde Ihnen nur die wenig Arbeit machen. In dem Hause eines Japaners, wen er auch ein Herr vom hoeheren Stande ist, findet man keinen Tisch, keinen Stuhl, keinen Spiegel, kein Klavier. Anstatt eines Teppiches, ist der Fuszboden mit weichen Matten bedeckt, welche bei Nacht auch als Betten dienen muessen, indem man einige Bettdecken darauf ausbreitet.

PROFESSIONAL EXAMINATIONS, DECEMBER, 1906.

SECOND CLASS.

PSYCHOLOGY AND GENERAL METHOD.

TIME—THREE HOURS.

1. Discuss the value of a knowledge of psychology to the teacher.
2. What are the two leading functions of the nervous system? Show how well it is adapted to the performance of these.
3. Explain the term "localization of function." Give evidence in support of the view that the functions of the cortex are to some extent localized.
4. (a) Show to what extent the efficiency of the various activities of the mind depends upon attention.
(b) What means would you employ to get and keep the attention of a class? Justify each.
5. Distinguish *habit* and *law of habit*. How would you proceed to establish a strong habit?
6. Describe in detail the processes that go on in an act of perception. Illustrate.

7. What are the elements in memory? Point out the practical importance of memory. How would you attempt to strengthen a weak memory? Illustrate from school studies.

8. Show by concrete examples what you understand by the objective method.

9. Illustrate the difference between the inductive and deductive methods of reasoning. Which is used more by children in the lower standards?

10. Define apperception. How will the recognition of this law affect your teaching?

SECOND CLASS.

ARITHMETIC.

TIME—TWO HOURS.

1. What are the purposes of arithmetic teaching in our schools? How do you justify the large place given to the subject in the curriculum?

2. (a) Indicate your method of teaching the first three fractions you would present to a Part I class. What aims would guide you in teaching fractions to Part I?

(b) When would you discard objects in number work? Give reasons.

3. Show how you would introduce the "borrowing" process in subtraction.

4. Teach the division of fractions.

5. Problem: Reduce 3rd. 4yd. 5in. to inches. What errors would you commonly find in the solution of this problem? Show in detail how you would lead a pupil to recognize and correct them. Give a solution that you would accept.

6. What general methods would you use in teaching mensuration, carpeting, etc.? Illustrate.

7. Give your introduction for the first lesson in interest.

8. What value do you attach to (1) oral analysis, (2) the making of problems by the pupils?

SECOND CLASS.

HISTORY AND GEOGRAPHY.

TIME—THREE HOURS.

1. What principles should guide you in presenting historical characters in Standard II?
 2. Outline a lesson plan for the teaching of the United Empire Loyalists to a class in Standard III.
 3. Indicate the importance of correlating History and Geography.
 4. How should the pupil use the authorized text-books in (a) Standard IV, (b) Standard V?
 5. Along what general lines would you work in teaching the forms of land and water in Standard II? Illustrate.
 6. What preparations would you make for the first lesson on the world as a whole? Give the matter you would use.
 7. Indicate, in some detail, what use you would make of supplementary reading in Geography.
 8. How would you introduce a first lesson in longitude?
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SECOND CLASS.

GRAMMAR AND COMPOSITION.

TIME—TWO AND ONE-HALF HOURS.

1. Distinguish between Grammar as an art and Grammar as a science.
2. Discuss the educational values of Grammar and Composition.
3. What subject matter would you use and what method would you adopt in teaching a first lesson on the Adverb?
4. What use should people in the public school make of the authorized text-book in Grammar?
5. Indicate the importance to be attached to oral and written Composition in (a) elementary, (b) intermediate, (c) advanced grades of the Public School.

6. What are the common faults in the teaching of Composition?

7. What types of work in Composition would you introduce in Standard II?, in Standard III?

SECOND CLASS.

SCHOOL MANAGEMENT AND LAW.

TIME - THREE HOURS.

1. What considerations should determine (a) the seating, (b) the classification of pupils?

2. What are the advantages and disadvantages of each of the three phases of oral instruction?

3. Point out the advantages of (a) the topic, (b) the page method of lesson assignment.

4. From the standpoint of government state the essential qualities in the teacher.

5. How would you deal with (a) irregular attendance, (b) copying?

6. Discuss somewhat fully the natural incentives. Why are they superior to artificial incentives?

7. What is the substance of those clauses in the school ordinance that treat of (a) engagement and dismissal of teachers, (b) infectious diseases.

SECOND CLASS.

READING AND LITERATURE.

TIME—TWO HOURS.

Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time;
Soon as the woods on shore look dim,
We'll sing at St. Ann's our parting hymn.
Row, brothers, row, the stream runs fast,
The rapids are near and the daylight's past.

Why should we yet our sail unfurl?
There is not a breath the blue wave to curl;
But when the wind blows off the shore,

Oh, sweetly we'll rest our weary oar.
 Blow, breezes, blow, the stream runs fast,
 The rapids are near and the daylight's past.

Utawa's tide! this trembling moon
 Shall see us float over thy surges soon.
 Saint of this green isle, hear our prayers;
 Oh, grant us cool heavens and favoring airs.
 Blow, breezes, blow, the stream runs fast,
 The rapids are near and the daylight's past.

1. (a) What aims would you have before you in teaching this selection to a Standard IV class?

(b) What method of presentation would you adopt? Why?

(c) What seat work would you assign?

(d) How would you endeavor to secure expressive reading in the first stanza?

2. Outline somewhat fully the system of teaching primary reading that you will follow in your school.

3. State the purposes of (a) simultaneous reading, (b) sight reading, (c) supplementary reading.

4. What types of subject matter are most suitable for pupils in Standard III?

5. Discuss the value of preparation from the standpoint of (a) the teacher, (b) the pupils.

6. How will your teaching of literature in Standard V differ from your teaching of literature in Standard III?

SECOND CLASS.

NATURE STUDY AND AGRICULTURE.

TIME—TWO HOURS.

1. How would your aims and methods in nature study vary with the development of the child?

2. Give at some length your method of studying buds in Standards I and II.

3. Outline a lesson on the cat for Part II. What preparatory work, if any, would you have the children do for the lesson?

4. Describe suitable experiments for the study of (i) the relation of stems and leaves to the sunlight, (ii) the behavior of roots towards water and food in the soil.

5. Teach a lesson on the care and general treatment of the horse.

6. Outline a lesson on the planting of trees for shelter and ornamentation.

7. Indicate what use you would make of (i) books and (ii) field work in nature study.

SECOND CLASS.

HISTORY OF EDUCATION.

TIME—THREE HOURS.

1. Point out the main defects in the ideals of the Renaissance.

2. Give a brief description of the schools of the Jesuits. Account for their popularity and persistence.

3. Contrast the educational views of Locke and Comenius.

4. What is the debt that Modern Education owes to Mulcaster, Froebel and Spencer?

5. Describe somewhat fully the systems of education advocated by Jacotot and Pestalozzi.

FIRST AND SECOND CLASS.

MUSIC.

TIME—ONE HOUR.

1. Write the intervals of the major scale.

2. Define and illustrate staff, bar, measure, signature, slur, tie, rest, hold.

3. Give the rule for determining the key in sharps and flats.

4. Write in staff: do do re, ti do re, mi mi fa, mi re do in the keys of A flat and G in $\frac{3}{4}$ time. Of what song is this the beginning.

5. Discuss the value of rote singing in school. What measures would you adopt to secure expressive singing? Name five songs which you think suitable for an ungraded school.

FIRST AND SECOND CLASS.

HYGIENE AND PHYSICAL CULTURE.

TIME—ONE AND ONE-HALF HOURS.

1. Why should Hygiene and Physiology be taught in the Public School?

2. How should the subject matter be presented to a Standard II class?

3. Outline a lesson plan for teaching respiration to a class in Standard IV.

4. What measures will you take to promote the physical well-being of your pupils?

5. Give a full description of three exercises whose main purpose is the development of the muscles of (a) the waist, (b) the thighs, (c) the chest.

FIRST AND SECOND CLASS.

SPELLING AND WRITING.

TIME—ONE HOUR.

1. Discuss the advantages and disadvantages of (a) oral, (b) written spelling.

2. What means will you employ to impress upon the minds of your pupils the right forms of words that have proved a source of trouble to them?

3. Outline your method of conducting a dictation lesson.

4. What considerations should guide you in the choice of a system of writing?

5. Which system of writing (medial, slant or vertical) will you teach? Why?

6. Discuss the relative values of the following plans in teaching writing:—blackboard copies, copy-books, tracing, constructive plan.

FIRST AND SECOND CLASS.

MANUAL TRAINING AND DRAWING.

TIME—TWO HOURS.

1. State the undesirable tendencies in our system of education (a) mentally, (b) physically, (c) socially which manual training is intended to relieve.

2. What are the aims of manual training? How may it be correlated with the usual subjects of study?

3. Outline a lesson in cardboard work for Standard III. Show the working drawings for the model.

4. Construct the model mentioned in the above question.

5. Write a lesson plan for teaching the drawing of a cylinder to a class in Standard II. Make a drawing of this model in accordance with your lesson plan.

6. Make a shaded drawing of (a) an open book, (b) a basket (objects to be placed in position by the presiding examiner).

7. Design a cover for a book, using as a unit of repetition any conventional figure studied during the term.

8. Draw from memory any object based on the square prism.

FIRST CLASS.

SPENCER.

TIME—TWO AND ONE-HALF HOURS.

1. (a) Give an outline of the "general considerations" laid down by Spencer as a basis for the discussion of a curriculum.

(b) According to these, what place would you give geography in a course of study?

2. Give Spencer's opinion of the historical teaching in the schools. Give in detail what he proposes as a substitute.

3. Discuss the principles of (i) *self-instruction* and (ii) *pleasurable activity* in intellectual education.

4. Account for the neglect of physical education, and also the over-emphasis of intellectual education of our day. What evil results follow these errors?

5. Give your general criticisms of Spencer's teachings.

FIRST CLASS.

MATHEMATICS.

TIME—TWO HOURS.

NOTE.—*Seven questions will count a full paper.*

1. Account for the presence of some extreme types of unpractical problems in text-books on arithmetic.

2. Explain how you would teach the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ to a Part I class. What seat-work would you assign on this lesson?

3. Teach the first lesson in division of decimals.

4. Problem: Find the value of a slate blackboard 20 feet long and $3\frac{1}{2}$ feet wide at \$.50 a square foot.

What errors would you commonly find in the solution of this problem?

Give in detail your method of leading the pupil to a correct form of solution.

Give a solution that you would accept.

5. Give the introduction for the first lesson on insurance.

6. Show how you would develop the rule for finding the area of a triangle.

7. (a) Outline a method of making an easy introduction to algebra.

(b) How would you introduce the negative number?

8. (a) "My object is to make the class-room in geometry a sort of workshop, where exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, in measuring angles that are constructed, and generally in constructing all figures, is insisted on."

Discuss this aim of a teacher of Standard V Geometry.

(b) A pupil memorizes solutions and proofs in geometry. How would you overcome this?

FIRST CLASS.

PHILOSOPHY AND HISTORY OF EDUCATION.

TIME—THREE HOURS.

1. What does Rosenkranz conceive to be the ends of education?
2. State clearly his contentions with respect to punishment.
3. "Proof must be analytic, synthetic or dialectic." Distinguish these, and show the value of each as a teaching process.
4. Compare in regard to moral education the views of Rosenkranz and Herbert Spencer.
5. Write brief notes upon Persian and Athenian education.
6. Give a brief description of the Renaissance under the following heads: Origin, expansion of the movement, results.
7. Point out the excellences and defects in the system of education of the Jesuits.
8. What debt does modern education owe to Montaigne, Comenius, Locke, Rousseau?
9. Give a brief sketch of the work of Pestalozzi, and state the most important of his educational principles.

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